



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

2016 FALL

MULTIDISCIPLINARY
TEXTBOOK CATALOGUE



Education



Media & Communication



Black Studies



Diversity



Latino/a Studies





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Fall 2016

Dear Colleagues and Customers,

We are in full swing with our publishing program and having added new editors and assistants to our team here in New York, we're receiving encouraging compliments from our authors, series editors, and customers about the breadth of the list and the quality of our publishing. Enthusiastic reviews and a variety of book awards reinforce those opinions.

In Education, we are delighted to introduce some of our excellent new projects, including *Critical Black Studies Reader* edited by Rochelle Brock, Dara Nix-Stephenson, and Paul Chamness Miller and a revised edition of our best-selling, *Gamify Your Classroom: A Field Guide to Game-Based Learning* by Matthew Farber, who was recently quoted in a USA Today article. Awards and accolades for our Education titles include the AESA 2016 Critics' Choice Award winners—*The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education* edited by Erin Cameron and Constance Russell and *Popular Education Classics* edited by Joseph L. DeVitis. In addition, Peter McLaren's *Pedagogy of Insurrection* has been awarded both the Society of Professors of Education & the AERA Division B book awards.

Our Media and Communication program is equally strong this season, including *Political Socialization in a Media-Saturated World* edited by Esther Thorson, Mitchell S. McKinney, and Dhavan Shah enhancing our knowledge of political socialization accumulated over the past 40 years of research. *How Communication Scholars Think and Act* by Julien C. Mirivel, along with the *Handbook for the Crisis Communication Center* by Bolanie A. Olaniran and Juliann C. Scholl paramount in traversing our current world of turmoil. We are proud to announce that two of our Communication titles are recipients of NCA book

awards. *Experiencing Same Sex Marriage: Individuals, Couples, and Social Networks* by Pamela Lannutti has won the Gerald R. Miler Book Award in Interpersonal Communication and *Brides on Sale: Taiwanese Cross-Border Marriages in a Globalizing Asia* by Todd Sandel was named 2016 Outstanding Book of the Year by the International & Intercultural Communication Division.

The Humanities is also bustling with a new title in theology, *Jews in the Age of Authenticity* where author Rachel Werczberger takes stock of the Jewish New Age spirituality scene in Israel at the turn of the millennium.

Desk copies are available for all of our classroom books. I encourage you to look closely at the titles in this catalogue and request copies of those volumes that would be of use in your classroom.

In addition to considering us for your next book purchase or classroom adoption, I also invite you to consider us as your next publisher. If you are working on a manuscript or prospectus in any of our publication fields, let one of our friendly acquisitions editors know. I am certain that you will find the publishing process in Peter Lang a rewarding experience.

Best wishes,

Farideh Koochi-Kamali

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➔ **Ideal for undergraduate or graduate courses in: African American Studies, Woman's Studies or Sociology**

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

CRITICAL BLACK STUDIES READER

- Black Studies and Critical Thinking, Vol. 60
- PB ISBN 978-1-4331-2406-8
CHF67.00 / €54.20 / €A59.60 /
€D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4539-1896-8
CHF71.00 / €54.20 / €A65.00 /
€D64.95 / £44.00 / US\$64.95
- HB ISBN 978-1-4331-2407-5
CHF113.00 / €91.70 / €A100.80 /
€D98.95 / £74.00 / US\$109.95

The Critical Black Studies Reader is a ground-breaking volume whose aim is to criticalize and reinvision Black Studies

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

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Part 1: Theories of Critical Black Studies

Introduction

1. Remarks on Frantz Fanon’s Thought: Deconstructing “White Mythologies” | *Domenica Maviglia*
2. Nurturing Cultural Competence While Facilitating the Developmental Progression of the Cognitive Lens | *Rimmel Atherton and Alexander Hines*
3. Transnationalism: Competing Definitions, Individual Agency in an Age of Globalization, and Research Trends | *G. Sue Kasun*
4. The New Face of Humanitarian Intervention and Arab-African Recolonization | *Reynaldo Anderson and D. L. Stephenson*
5. Decolonizing the Black Male Body: An Anticolonial Perspective | *Pierre W. Orelus*

Part 2: Sociopolitical and Cultural Aesthetics in Black Studies

Introduction

6. Black Aesthetics, Fiction, and Future: Discontent While Viewing the Disinterest | *Roymieco A. Carter and Leila E. Villaverde*
7. Legba, Black Studies, and Critical White Studies: Transforming Critical Thinking at the Crossroads | *John L. Jackson and Toni King*
8. “Burn Hollywood Burn”: The Political Economy of Degradation Through the Commodification of Representation | *Brian Lozanski*

9. The Beauty of Burden: Cultural Aesthetics of Black Women Writers and Poets | *Tammie Jenkins*
10. Racial Priming in the Black Press | *Ben LaPoe and Jas Sullivan*
11. Do You Have to Be White to Be Gifted? The K–12 Experience for High-Ability Black Students | *Antonia Szymanski*
12. Black Studies, Multicontextualism, and the Discourse of “Diversity and Inclusion” | *John L. Jackson*
13. Reclaiming (Her)Stories: The Feminism and Activism of Frances Jackson Coppin | *Faye Spencer Maor*

Part 3: Queer and Transgender Issues in Black Studies

Introduction

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16. Masculinity and the Black Man in a Heteronormative World | *Michael A. Brown and Paul Chamness Miller*
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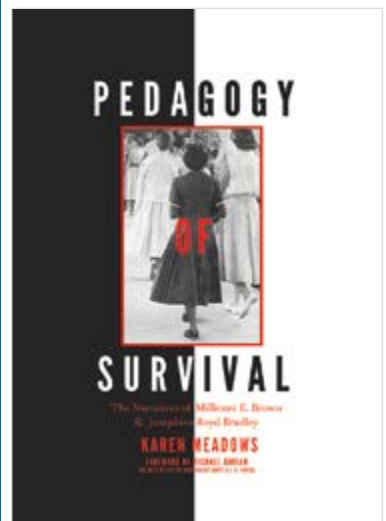
BLACK STUDIES

KAREN MEADOWS

PEDAGOGY OF SURVIVAL
The Narratives of Millicent E. Brown and Josephine Boyd Bradley

- 214 PP.
- Black Studies and Critical Thinking, Vol. 85
- PB ISBN 978-1-4331-3157-8
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1691-9
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3158-5
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

With particular focus on the first-hand narratives of two desegregation pioneers—their stories, sufferings, and pedagogy of survival—this book gives voice to unsung heroes and the often overlooked view of the adolescent perspective to address the question of how one can endure and thrive in the midst of hardship and tragedy. While enduring her own personal trauma, the author wrestled with the question, “How will I survive?” The answer, she discovered, was in the actual act of surviving and in the navigational strategies she employed and witnessed in the lives of others. In *Pedagogy of Survival*, the author uses the narratives of ordinary people to highlight extraordinary lessons of perseverance. The integration of historical and present-day change agents challenges readers to



examine their own lives and see that they, too, have the ability to not merely withstand trials, but to become agents of change. Everyone has a story that matters and can serve as a lesson for someone else. So what is your story? How will you use it to help others? Ultimately, what is your pedagogy of survival?

➔ **Ideal for courses in: social justice, school reform, and adolescent counseling**

TY-RON M. O. DOUGLAS

BORDER CROSSING <<BROTHAS>>

Black Males Navigating Race, Place, and Complex Space

- 212 PP.
- Black Studies and Critical Thinking. Vol. 101
- PB ISBN 978-1-4331-3538-5
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1922-4
CHF47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-3539-2
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Border Crossing "Brothas" examines how Black males form identities, define success, and utilize community-based pedagogical spaces to cross literal and figurative borders. The tragic deaths of Michael Brown in Ferguson, Tamir Rice in Cleveland, and numerous others from Brooklyn, Britain, and Bermuda whose lives have been taken prematurely suggest that negotiating race, place, and complex space is a matter of life and death for Black males. In jurisdictions such as the U.S. and Bermuda, racial tensions are the palpable and obvious reality, yet the average citizen has no idea how to sensibly react. This book offers a reasonable response that pushes readers to account for and draw on the best of what we know, the core of who we are, and the needs and histories of those we serve.

Drawing on the educational and socializing experiences of Black males in Bermuda—a beautiful yet complex island with strong connections to the U.S., England, and the Caribbean—this book offers educators and leaders new language for postcolonial possibilities and emancipatory epistemologies related to

Black male identities and success in a global context. Intriguing findings and fresh frameworks grounded in understandings of race, class, ability, transnationalism, culture, colonialism, and the construction/performance of gendered identity emerge in this book.

➔ **Ideal for upper level undergraduate & graduate courses in: Sociology of Education, Black Masculinity, International and Comparative Education, Human Development & Family Studies, Black Studies, Race, Class and Gender**



OMIUNOTA UKPOKODU

YOU CAN'T TEACH US IF YOU DON'T KNOW US AND CARE ABOUT US

Becoming an Ubuntu, Responsive and Responsible Urban Teacher

- 240 PP.
- Black Studies and Critical Thinking. Vol. 66
- PB ISBN 978-1-4331-2569-0
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1901-9
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2570-6
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

This book addresses the needs of diverse urban students for a new kind of teacher, classroom learning context, curriculum, and pedagogy in order to effectively learn,

perform, and achieve. Drawing on the African concept of Ubuntu as a fundamental framework for enacting a humanizing pedagogy, the text invites teachers, students, and families to enter into an interdependent and interconnected relationship for education. This book is uniquely transformative as it elevates the centrality of student humanity and models the integration of emergent theories and practices, utilizing real-life stories to enlighten and illuminate. Emphasis is placed on Ubuntu pedagogy as a model to emulate, anchored on five ethical dimensions: humanism and Ubuntu competence, relationship and learning community, humanism in the curriculum, pedagogical and instructional excellence, and collaboration and partnership. Particularly valuable for teachers learning to cultivate the spirit of Ubuntu that undergirds their ability to be humane, responsive, socially-just, efficacious, and resilient, this book is a cutting-edge resource for effectively addressing the persistent academic achievement of diverse urban students.

➔ **Ideal for courses in: Teaching in urban communities, culturally responsive teaching, multicultural education**

G.L.A. HARRIS / EVELYN L. LEWIS

BLACKS IN THE MILITARY AND BEYOND

- Black Studies and Critical Thinking. Vol. 78
- PB ISBN 978-1-4331-2753-3
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1833-3
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2754-0
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Blacks in the Military and Beyond thoughtfully chronicles the tumultuous journey of African Americans in the military from slavery through the present, examining how the armed forces have been used as a means for gaining legitimacy and as the ultimate path to citizenship. This unique book extends to both pre and post-service economic considerations as significant factors in determining whether serving in the military has indeed advantaged Blacks. Owing to the reality of the modern

military, mechanisms such as the periodic drawing down of forces are studied in terms of their impact on Blacks overall. In its analysis, the book also delves into a variety of topics and issues, including how the military is a conduit in creating and sustaining the Black middle class and how the now repealed "Don't Ask, Don't Tell, and Don't Pursue" policy compares with the larger overarching values of the African American community. Most poignantly, *Blacks in the Military and Beyond* challenges the military to be more strategic as to the long term effects of its decisions in conjunction with its moral compact with African Americans.

➔ **Ideal for courses in: Black studies, cultural studies, social justice, and military culture.**

LATINO/A STUDIES

KATHY BUSSERT-WEBB /
MARIA DIAZ / KRYSTAL YANEZ

JUSTICE AND SPACE MATTER IN A LATINO COMMUNITY

- Critical Studies of Latinos/as in the Americas. Vol. 3
- PB ISBN 978-1-4331-3205-6
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1783-1
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3206-3
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

This book provides a detailed analysis of "colonias" along the Mexico–United States border, examining the intersection of culture, education, language, literacy, race, religion, and social class in Latino immigrant communities. The researchers investigated El Corazón colonia in South Texas as a case-study of these unincorporated border settlements, consisting of mostly Mexican-heritage residents and lacking many basic living necessities. Highlighting over ten years of research findings, the authors consider structural inequalities alongside the unique strengths of El Corazón. Their acute observations dispel myths about such high-poverty communities and dem-

onstrate how residents are able to overcome the odds through activism, faith, and “ganas.” In presenting a portrait of the El Corazón colonia, the authors offer a deeper level of understanding of one Latino community in order to inspire the development of a more equitable, compassionate world. This book will be invaluable to students and scholars of all fields who work with culturally diverse people of poverty.

➔ **Ideal for courses in: Ethnic studies, multicultural studies, ethnographic methods, socio-cultural Applications for Education**

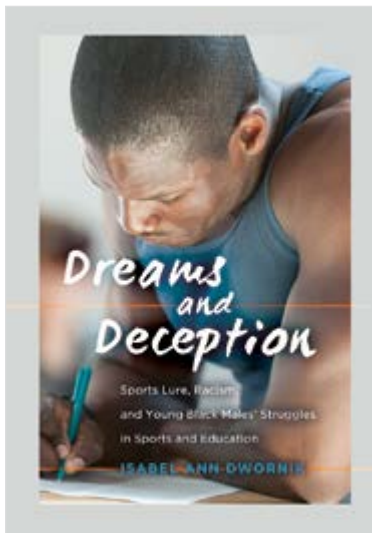
DIVERSITY

ISABEL ANN DWORNIK

DREAMS AND DECEPTION Sports Lure, Racism, and Young Black Males' Struggles in Sports and Education

- Adolescent Cultures, School, and Society. Vol. 66
- PB ISBN 978-1-4331-3373-2
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1911-8
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3374-9
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

This book helps young black males, educators, policy makers, parents, and all other interested parties to understand the importance of education alongside athletic pursuits. In the world today, many young black males view athletic participation as the way to secure a successful future. Yet for the majority of them, dreams of playing professional sports rarely pan out. Many end up returning to a life of poverty as a result of the sports lure which deceives them and entices them to focus exclusively on athletic talent at the expense of their education. This book presents a social historical and critical deconstruction introducing readers to this sports lure, revealing what makes it so powerful in the lives of these youths. As Isabel Ann Dwornik documents, centuries-worth of racism in the United States is at the core of this phenomenon, which has affected the academ-



ic identity development of black male youths and has discouraged them from taking full advantage of their schooling.

➔ **Ideal for courses in: sports & education, social history, ethnic and cultural studies, and adolescent cultural studies.**

ANN MILNE

COLORING IN THE WHITE SPACES Reclaiming Cultural Identity in Whitestream Schools

- Counterpoints. Vol. 513
- 240 PP.
- PB ISBN 978-1-4331-3483-8
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3739-6
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3484-5
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

This book examines the struggle against racial and cultural inequity in educational systems, presenting the case study of a New Zealand school and its community's determination to resist alienating environments. If we look at an untouched child's coloring book, for instance, we think of the pages as blank. But they're not actually blank—each page is uniformly white, with lines established to dictate where color is allowed to go. Children by this are taught about the place of color and the importance of staying within pre-determined boundaries and expectations, reinforcing a system where the white background is considered the norm. To challenge such



whitestreaming, this book offers the example of a community that defied and rejected this environment in favor of a culturally-located, bilingual learning model of education based on secure cultural identity, stable positive relationships, and aroha (authentic caring and love). This journey is juxtaposed against pervasive deficit-driven, whitestreamed explanations of inequity and purported “achievement gaps” of indigenous Māori and Pasifika students. This story chronicles the efforts of the Kia Aroha College on its quest to step outside education's “White spaces” to create a new space for learning and to reclaim educational sovereignty—where individuals have the absolute right to “be Māori,” to be who they are in school.

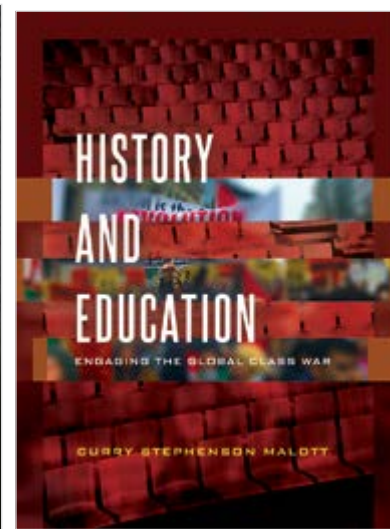
➔ **Ideal for upper level undergraduate & graduate level courses in: Critical pedagogy, Whiteness / White Privilege Studies in teacher education, Indigenous education & School transformation**

GLOBAL & COMPARATIVE EDUCATION

CURRY STEPHENSON MALOTT

HISTORY AND EDUCATION Engaging the Global Class War

- 176 PP.
- Education and Struggle. Vol. 9
- PB. ISBN 978-1-4331-3398-5
CHF 38.00 / €31.50 / €A34.70 /
€D33.70 / £25.00 / US\$40.95
- E-BOOK. ISBN 978-1-4539-1867-8
CHF 40.05 / €31.50 / €A37.80 /
€D37.49 / £25.00 / US\$40.95



- HB ISBN 978-1-4331-3399-2
CHF 139.00 / €115.35 / €A126.90 /
€D123.40 / £92.00 / US\$149.95

History and Education is a text that engages the history of the global class war, from the United States to the former Soviet Union, from the People's Republic of China to the Democratic People's Republic of Korea, in order to contribute to the development of communist pedagogy. Central to this communist pedagogy is the struggle for Native American sovereignty and for the self-determination of oppressed nations within the U.S. Pedagogical theory is mobilized to highlight the centrality of seizing state power in the movement for transforming capitalist production relations and bourgeois society into socialist relations and a communist form of society premised on the self-determination of racial, ethnic, and linguistic minorities. In the process *History and Education* challenges both the white chauvinism of pure proletarian communists as well as the anti-communism that, for decades, has dominated the Left in general, and the educational Left in particular, especially in the U.S. The book contributes to the current resurgence in the popularity and appeal of socialism as an achievable and necessary internationalist, solidarity-based alternative to capitalism.

➔ **Ideal for courses in: democracy and education, the history of American education, critical pedagogy, social movements in sociology programs, peace and conflict studies.**

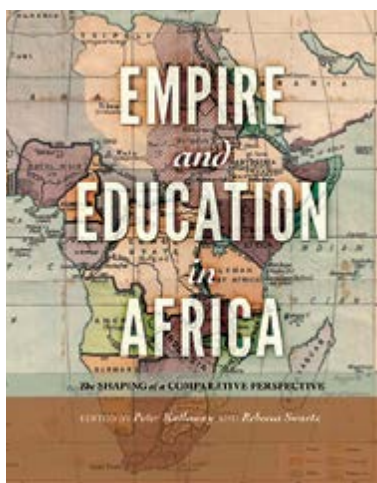
PETER KALLAWAY / REBECCA SWARTZ

EMPIRE AND EDUCATION IN AFRICA

The Shaping of a Comparative Perspective

- 340 PP.
- History of Schools and Schooling. Vol. 60
- PB. ISBN 978-1-4331-3347-3
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1839-5
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3347-3
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95

Empire and Education in Africa brings together a rich body of scholarship on the history of education in colonial Africa. It provides a unique contribution to the historiography of education in different African countries and a useful point of entry for scholars new to the field of African colonial education. The collection includes case studies from South Africa, Ethiopia, Madagascar, French West Africa (Afrique Occidentale Française) and Tanzania (then Tanganyika). It will therefore prove invaluable for scholars in the histories of French, British and German colonialism in Africa. The book examines similarities and differences in approaches to education across a broad geographical and chronological framework, with chapters focusing on the period between 1830 and 1950. The chapters highlight some central concerns in writing histories of education that transcend geographic or imperial boundaries. The text addresses the relationship between voluntary societ-



ies' role in education provision and state education. The book also deals with 'adapted' education: what kind of education was appropriate to African people or African contexts, and how did this differ across and between colonial contexts? Finally, many of the chapters deal with issues of gender in colonial education, showing how issues of gender were central to education provision in Africa.

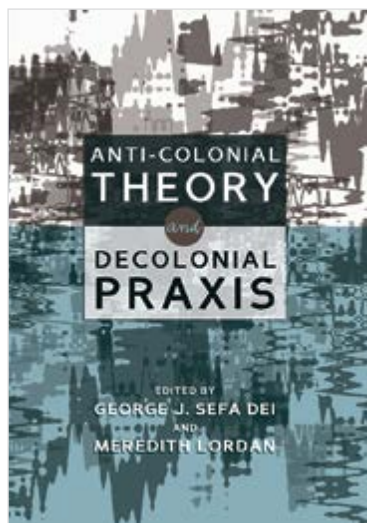
➔ **Ideal for courses in: History of education, African history, and comparative education**

 GEORGE J. SEFA DEI /
MEREDITH LORDAN (EDS.)

ANTI-COLONIAL THEORY AND DECOLONIAL PRAXIS

- 218 PP.
- PB ISBN 978-1-4331-3387-9
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1857-9
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3388-6
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Are we living in a post-colonial world? A colonial one? An anti-colonial one? Lifting the veil from language and politics, *Anti-Colonial Theory and Decolonial Praxis* uses case studies from around the world to explore and untangle these concepts as they relate to education. The anti-colonial prism is very much connected to the postcolonial lens but these frameworks are not the same. Building upon earlier works, this book takes up the subject of anti-colonial praxis and its specific implications—the larger questions of schooling and education in global and, particularly, Diasporic contexts. The goal is to re-theorize the anti-colonial for the decolonial projects of transforming schooling and education in a broadly defined way. Beyond explaining these ideas, this book demonstrates ways communities are engaging in praxis as a form of anti-colonial change in a wide range of locations. Incorporating case studies from various locations and Diasporic communities—including Somalia, Canada, Nigeria, Jamaica, and St. Vincent—and provocative theoretical analyses, the book brings



varied experiences of anti-colonial praxis to the reader in timely, culturally diverse, and engaging ways. This book could be used in upper undergraduate and graduate level courses in anthropology, Diaspora studies, education, environmental studies, ethnic studies, gender studies, law, multiculturalism studies, politics, social work, and sociology.

➔ **Ideal for upper level undergraduate and graduate courses in: anthropology, diaspora studies, education, ethnic studies, law, multiculturalism studies, environmental studies, politics, gender studies, social work, and sociology.**

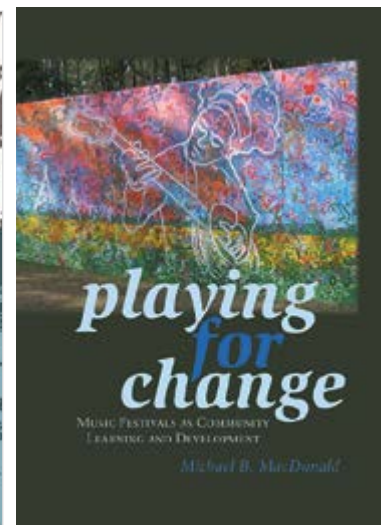
CRITICAL PEDAGOGY

MICHAEL B. MACDONALD

PLAYING FOR CHANGE Music Festivals as Community Learning and Development

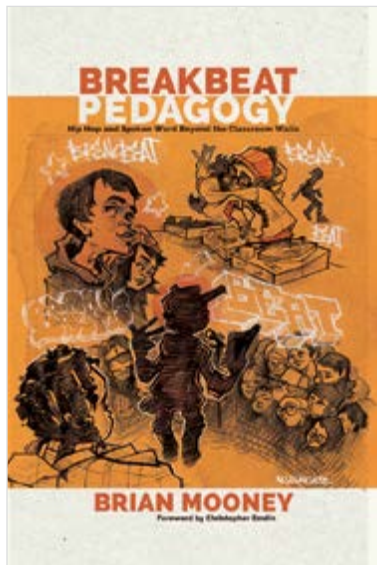
- 163 PP.
- Counterpoints. Vol. 475
- PB. ISBN 978-1-4331-2970-4
CHF 43.00 / €35.35 / €A38.90 /
€D37.80 / £28.00 / US\$45.95
- E-BOOK. ISBN 978-1-4539-1861-6
CHF 43.00 / €35.35 / €A38.90 /
€D37.80 / £28.00 / US\$45.95
- HB ISBN 978-1-4331-2971-1
CHF 148.00 / €123.05 / €A135.40 /
€D131.70 / £98.00 / US\$159.95

Playing for Change—performing for money and for social justice—introduces a critical



pedagogy of arts-based community learning and development (A-CLD), a new discipline wherein artists learn to become educators, social workers, and community economic development agents. Challenging the assumption that acculturation into a ruling ideology of state development is necessary, this book presents a version of CLD that locates development in the production of subjectivities. The author argues that A-CLD is as concerned with the autonomous collective and the individual as it is with establishing community infrastructure. As a result, a radical new theory is proposed to explain aesthetics within arts movements, beginning not by normalizing music cultures within global capitalism, but by identifying the creation of experimental assemblages as locations of cultural resistance. This book offers a new vocabulary of cultural production to provide a critical language for a theory of anti-capitalist subjectivity and for a new type of cultural worker involved with A-CLD. Drawing from a four-year study of thirteen music festivals, *Playing for Change* forwards A-CLD as a locally situated, joyful, and creative resistance to the globalizing forces of neoliberalism.

➔ **Ideal for courses in: music and culture, critical pedagogy, education and social change, and community learning.**



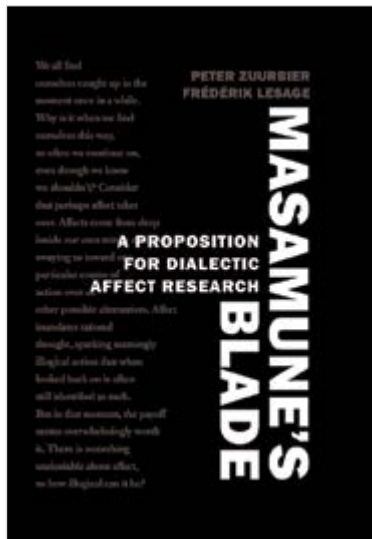
BRIAN MOONEY

BREAKBEAT PEDAGOGY
Hip-Hop and Spoken Word
Beyond the Classroom Walls

- 150 PP.
- Counterpoints. Vol. 512
- PB ISBN 978-1-4331-3324-4
CHF34.00 / €27.50 / €A30.20 /
€D29.95 / £22.00 / US\$32.95
- E-BOOK. ISBN 978-1-4539-1814-2
CHF36.00 / €27.50 / €A33.00 /
€D32.95 / £22.00 / US\$32.95
- HB ISBN 978-1-4331-3325-1
CHF93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

Breakbeat Pedagogy provides a groundbreaking framework for the inclusion of hip-hop culture in schools. Looking beyond the previous model of hip-hop-based education, Brian Mooney argues for school-wide hip-hop events, such as poetry slams, as the ideal site for students to engage in the elements of hip-hop culture. Working from the perspective of a classroom teacher, the author reflects on the story of Word Up!, a hip-hop and spoken word poetry event that began with students in a New Jersey high school. He makes the case for a pedagogy with the potential to transform urban schools and the way we think about them. This is essential reading for any teacher committed to social justice and culturally relevant education.

➔ **Ideal for courses in: cultural & media studies, Hip-Hop and education, and social justice in education.**



PETER ZUURBIER / FRÉDÉRIK LESAGE

MASAMUNE'S BLADE
A Proposition for Dialectic
Affect Research

- 218 PP.
- Counterpoints. Vol. 489
- PB ISBN 978-1-4331-3036-6
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1830-2
CHF58.00 / €44.20 / €A53.00 / €D52.95 /
£36.00 / US\$52.95
- CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Affect is so powerful and represents such ripe territory for study that, in its infancy, conventions of research need to be established that attend to its particular motion and shape. *Masamune's Blade: A Proposition for Dialectic Affect Research* outlines an original research method for the study of affect known as affect probes, and proposes the establishment of a new knowledge project based in affect. The book begins with a call to discursively reshape research using affect, after which the authors develop a unique conceptualization of affect, one that brings it into the realm of Frankfurt School Critical Theory. The theoretical foundation sets up the affect probe method, which involves giving participants a package of small activities that require fun, easy, and creative participation. The activities are intended both to inspire affects and to mark their presence. Strategies for analysis are outlined and a series of critical interventions are woven throughout the text to situate the ideas.

➔ **Ideal for courses in: critical theory, critical qualitative research, and research methods.**

sj MILLER / NELSON RODRIGUEZ (EDS.)

EDUCATORS QUEERING ACADEMIA
Critical Memoirs

- 225 PP.
- Social Justice Across Contexts in Education. Vol. 4
- PB ISBN 978-1-4331-3430-2
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK 978-1-4539-1877-7
CHF58.00 / €44.20 / €A53.60 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3431-9
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

The memoirs in this collection represent a cross-section of critical reflections by a queerly diverse set of individuals on their experiences inhabiting a variety of spaces within the field of education. In their stories, the authors share how they queered and are continuing to queer the academy in relation to questions of teaching, research, policy, and/or administration. Their memoirs speak across generations of queer educators and scholars; collectively their work highlights an array of theoretical perspectives and methodological approaches. As snapshots in time, the memoirs can be taken up as archive and studied in order to gain perspective on the issues facing queers in the academy across various intersections of identities related to ethnicity, culture, language, (a)



gender, (a)sexuality, (dis)ability, socio-economic status, religion, age, veteran status, health status, and more. By way of the memoirs in this volume, a richer body of queer knowledge is offered that can be pulled from and infused into the academic and personal contexts of the work of educators queering academia.

➔ **Ideal for courses in: queer/LGBT studies in education; gender and sexuality studies in education; multicultural/diversity studies in education; social justice studies in education; curriculum theory/studies; history of education; sociology; qualitative research methods in education; politics/philosophy of education; and social/cultural foundations of education**

GLORIA LADSON-BILLINGS / WILLIAM TATE (EDS.)

"COVENANT KEEPER"
Derrick Bell's Enduring
Education Legacy

- 208 PP.
- Social Justice Across Contexts in Education. Vol. 3
- PB ISBN 978-1-4331-3034-2
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1840-1
CHF47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-3035-9
CHF93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

Although he spent his career as a lawyer and law school professor, Derrick Bell had a profound impact on the field of education in the area of educational equity. Among many accomplishments, Bell was the first African American to earn tenure at the Harvard Law School; he also established a new course in civil rights law and produced what has become a famous casebook: *Race, Racism, and American Law*. The man who could rightly be called, "The Father of Critical Race Theory," Bell was an innovator who did things with the law that others had not thought possible. This volume highlights Bell's influence on a number of prominent education and legal scholars by identifying some of his specific work and how they have used it to inform their own thinking and practice.

What is contained here is an assemblage of contributors with deep commitments to the path-breaking work of Derrick Bell—a scholar, a teacher, an activist, a mentor, and a covenant keeper.

➔ **Ideal for courses in: educational foundations, multicultural education, and race and ethnicity.**

ANTHONY J. NOCELLA / ERIK JUERGENSMEYER

FIGHTING ACADEMIC REPRESSION AND NEOLIBERAL EDUCATION

Resistance, Reclaiming, Organizing, and Black Lives Matter in Education

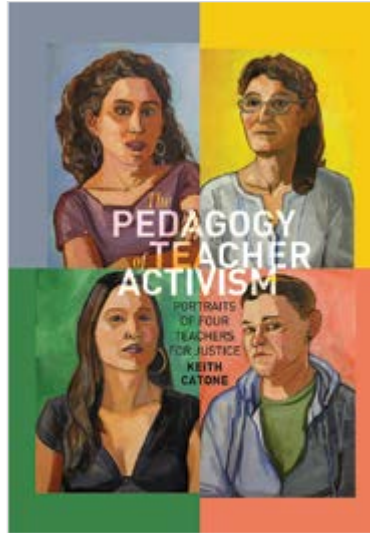
- Radical Animal Studies and Total Liberation. Vol. 4
- PB ISBN 978-1-4331-3313-8
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3894-2
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3314-5
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Taking Back Our Universities is a cutting-edge investigation of the alarming state of education today. This practical how-to handbook gives readers tactics and strategies to organize and challenge forces that threaten liberatory critical education. Drawn from scholars and activists from across the world, the fifteen chapters guide readers through a strategic method of understanding the academic industrial complex and corporate education in the 21st century. Education is being hijacked by banks and corporations that are tearing apart the foundational fabric of academic freedom, resulting in mass standardized education, debt for all students, and furthering racial inequity. This is a must read for anyone interested in democracy, education, social justice, critical pedagogy, and Black Lives Matter.

➔ **Ideal for courses in: Education and Society, Sociology of Education, Cultural Foundations of Education, Critical Pedagogy, Social Justice, Student Activism, Social Movement, Higher Education Administration, Social Justice Education, Multicultural Education, and Politics and Education.**

KEITH CATONE

THE PEDAGOGY OF TEACHER ACTIVISM Portraits of Four



Teachers for Justice

- Education and Struggle. Vol. 11
- PB. ISBN 978-1-4331-3436-4
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1916-3
CHF47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-3437-1
CHF93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

Through the artful science of portraiture, *The Pedagogy of Teacher Activism* presents the stories of four teacher activists—how they are and have become social change agents—to uncover important pedagogical underpinnings of teacher activism. Embedded in these stories are moments of political clarity and consciousness, giving rise to their purpose as teacher activists. The narratives illuminate how both inner passions and those stirred by caring relationships with others motivate their work while the intentional ways in which they attempt to disrupt power relations give shape to their approaches to teacher activism. Knowing their work will never truly be done and the road they travel is often bumpy, the teacher activists considered here persist because of the hope and possibility that their work might change the world. Like the many pre-service educators or undergraduates contemplating teaching as a

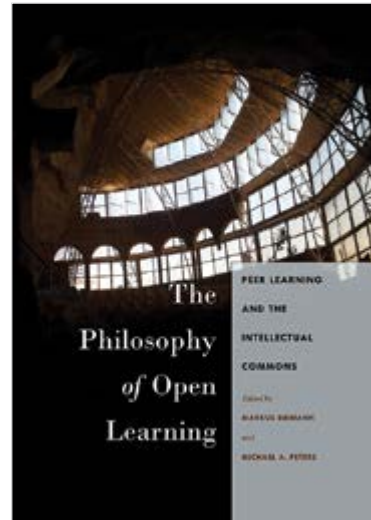
vocation, these teacher activists were not born ready for the work that they do. Yet by mining their biographical histories and trajectories of political development, this book illuminates the pedagogy of teacher activism that guides their work.

➔ **Ideal for courses in: teaching methods, social context of education, and qualitative research methods.**

FOUNDATIONS

MARKUS DEIMANN
& MICHAEL A. PETERS (EDS.)

THE PHILOSOPHY OF OPEN LEARNING



Peer Learning and the Intellectual Commons

- 152 PP.
- Global Studies in Education. Vol. 32
- PB ISBN 978-1-4331-2857-8
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1821-0
CHF47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-2858-5
CHF93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

In this book, internationally recognized scholars provide in-depth insight into the emerging field of open education. *The Philosophy of Open Learning* provides an overview of the current debates and introduces the reader to the overall discourse

on open education. The broad range of topics, including MOOCs (Massive Open Online Courses) and OERs (Open Educational Resources) is aimed at demonstrating that open education has emerged as a new principle for organizing higher education. Based on this idea, the book covers various issues that are backed up by thorough philosophical reflections that provide orientation for the heated debates. Open education is discussed in its various imbrications to other open movements, such as open access, and its relevance for education over the last fifteen years.

➔ **Ideal for courses in: philosophy of higher education, global education, and Open Education.**

BARBARA THAYER-BACON

RELATIONAL ONTOLOGIES

- Counterpoints. Vol. 521
- PB ISBN 978-1-4331-3222-3
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1723-7
CHF47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-3223-0
CHF93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

In this book, I present the metaphor of a fishing net to represent the epistemological and ontological beliefs that we weave together for our children, to give meaning to their experiences and to help sustain them in their lives. I describe the epistemological threads we use to help us determine what we catch up in our net as the warp threads, and our ontological threads as the weft threads. I ask: what kind of fishing nets are we weaving for our children to help them make sense of their experiences? What weft threads are we including and working to strengthen, and what threads are we removing or leaving out? It is so important to carefully re/examine these most basic ways of catching up what sustains us in our Ocean of infinite experiences, as these threads affect our children's well-being and chances of survival. The threads we weave for our children will determine what they catch up in their nets, until they are old enough to re/weave their own nets. In



REVISED EDITION

MATTHEW FARBER

GAMIFY YOUR CLASSROOM
A Field Guide to Game-Based Learning, REVISED EDITION

- New Literacies and Digital Epistemologies. Vol. 71
- PB. ISBN 978-1-4331-3502-6
 CHF 55.00 / €44.20 / €A48.60 /
 €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3882-9
 CHF 58.00 / €44.20 / €A53.00 /
 €D52.95 / £36.00 / US\$52.95

This completely revised and expanded field guide is packed with new innovative ideas on how to implement game-based learning and gamification techniques in everyday teaching. With nearly two dozen more experts than the first edition, this book contains interviews with more than 70 authorities in the field, including academics such as James Paul Gee, Kurt Squire, Mizuko (Mimi) Ito, Lee Sheldon, Jordan Shapiro, and Mary Flanagan. The author also shares conversations with experts from numerous organizations such as Common Sense Media, iCivics, DragonBox, Connected Camps, GlassLab Games, Schell Games, Institute of Play, Games for Change, BrainPOP, Tiggly, Toca Boca, ThinkFun, BrainQuake, Filament Games, BreakoutEDU, Kahoot, Classcraft, and more. Featuring a new introduction, as well as a forward from *USA Today's* national K-12 education writer Greg Toppo, this book provides new practical lesson plan ideas, ready-to-use games, and links for further research in each

updated chapter. Included are best practice recommendations from star game-based learning teachers, including Steve Isaacs, Peggy Sheehy, Michael Matera, Rafranz Davis, Zack Gilbert, and Paul Darvasi. Regardless of your teaching discipline or grade level, whether you are new to game-based learning or if you have experience and want to take a deeper dive, this book will engage and reinvigorate the way you teach and how your students learn!

➔ **Ideal for courses in: teacher education, curriculum and lesson design; integrating technology across the curriculum; professional development, educational technology and teaching methods.**

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Lesson Plan Ideas
Games
Resources

this book, not only do I describe ontological threads we use to make sense of our lives, and how these shape our schools, I also suggest other values that could lead to a possible reweaving of the USA's fishing net, which will also effect what we catch up in our nets, thus causing a reforming of our schools. I reweave our epistemological/ontological fishing net on a larger scale, turning to indigenous cultures and diverse spiritual beliefs for assistance.

➔ **Ideal for graduate courses in: philosophy & theory of education and educational strategies.**

CURRICULUM

NATHAN SNAZA / DEBBIE SONU / SARAH E. TRUMAN / ZOFIA ZALIWSKA (EDS.)

PEDAGOGICAL MATTERS New Materialisms and Curriculum Studies

- 214 PP.
- Counterpoints. Vol. 501
- PB ISBN 978-1-4331-3132-5
CHF 55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1648-3
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3133-2
CHF 98.00 / €79.20 / €A87.10 /
€D84.95 / €64.00 / US\$94.95

This edited collection takes up the wild and sudden surge of new materialisms in the field of curriculum studies. New materialisms shift away from the strong focus on discourse associated with the linguistic or cultural turn in theory and toward recent work in the physical and biological sciences; in doing so, they posit ontologies of becoming that re-configure our sense of what a human person is and how that person relates to the more-than-human ecologies in which it is nested. Ignited by an urgency to disrupt the dangers of anthropocentrism and systems of domination in the work of curriculum and pedagogy, this book builds upon the axiom that agency is not a uniquely human capacity but something inherent in all matter. This collection blurs the boundaries of human and non-



human, animate and inanimate, to focus on webs of interrelations. Each chapter explores these questions while attending to the ethical, aesthetic, and political tasks of education—both in and out of school contexts. It is essential reading for anyone interested in feminist, queer, anti-racist, ecological, and posthumanist theories and practices of education.

➔ **Ideal for graduate level courses in: research methods and curriculum theory.**

KABBA E. COLLEY

PURPOSEFUL ENGAGEMENT IN SCIENCE LEARNING The Project-based Approach

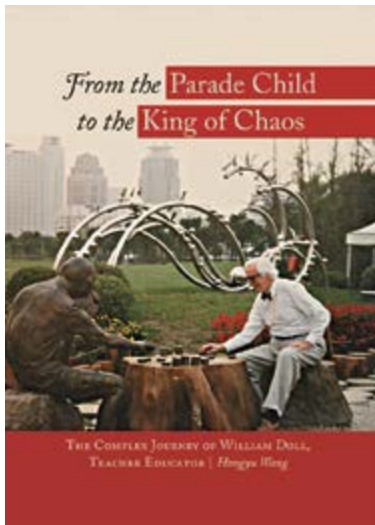
- 202 PP.
- PB ISBN 978-1-4331-3090-8
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1847-0
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€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-3091-5
CHF93.00 / €75.00 / €A82.50 /
€D80.95 / €60.00 / US\$89.95

Purposeful Engagement in Science Learning provides a blueprint of how teachers and their students can engage in science learning that mirrors the way science is practiced. It is written for K–16 science educators as well as those in the informal science education sector. The framework for this book is based on the project cycle, which is consistent with the process of scientific inquiry. Chapter One reviews the historical, philosophical and



psychological foundations of project-based scientific inquiry (PBSI) and the evolution of this approach in the U.S. Chapter Two examines and synthesizes the research on PBSI. Chapter Three explores how to plan PBSI and offers practical strategies for veteran and novice science educators alike. Chapter Four presents different strategies for implementing PBSI with particular emphasis on factors to consider, including the roles and responsibilities of teachers and students. Chapter Five provides selected case histories of successful PBSI. Chapter Six deals with the different methods of evaluating and assessing students' learning in PBSI environments and provides examples of performance-based assessments suitable for evaluating students' learning. Chapter Seven examines the relationship between PBSI, after-school programs and community involvement. Finally, Chapter Eight identifies and describes relevant resources that could be used to support and enhance PBSI. This book is organized in a way that allows science educators to address the Next Generation Science Standards (NGSS), while at the same time, helping students learn science in ways that are relevant to their lives.

➔ **Ideal for courses in: science teaching methods, research in science teaching, and curriculum and pedagogy.**



HONGYU WANG

FROM THE PARADE CHILD TO THE KING OF CHAOS

The Complex Journey of William Doll, Teacher Educator

- 196 PP.
- PB ISBN 978-1-4331-3410-4
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1905-7
CHF58.00 / €44.20 / €A53.00 /
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- HB ISBN 978-1-4331-3411-1
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

From the Parade Child to the King of Chaos depicts the pedagogical life history of an extraordinary teacher educator and internationally renowned curriculum scholar, William E. Doll, Jr. It explores how his life experiences have contributed to the formation and transformation of a celebrated teacher educator. From the child who spontaneously led a parade to the king of chaos who embraces complexity in education, complicated tales of Doll's journey through his childhood, youth, and decades of teaching in schools and in teacher education are situated in the historical, intellectual, and cultural context of American education. Seven themes are interwoven in Doll's life, thought, and teaching: pedagogy of play, pedagogy of perturbation, pedagogy of presence, pedagogy of patterns, pedagogy of passion, pedagogy of peace, and pedagogy of participation. Based upon rich data collected over six years, this book demonstrates methodological creativity in integrating multiple sources and lenses.

Profoundly moving, humorous, and inspirational, it is a much-needed text for undergraduate and graduate courses in teacher education, curriculum studies, theory and practice of teaching and learning, life history studies, chaos and complexity theory, and postmodernism.

- ➔ **Ideal for graduate courses in: theory to practice in education, curriculum leadership, advanced curriculum research strategies, issues in teaching, and analysis of teaching as well as undergraduate courses with an emphasis on teaching and learning theory.**

LITERACY

HASHIM H. NOOR/ NASSIR S. AL-QADI

A COURSE IN APPLIED LINGUISTICS FOR ARAB EFL/ESL STUDENTS

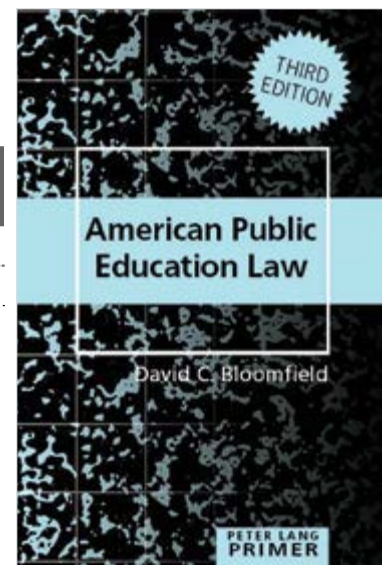
- 146 PP.
- PB. ISBN 978-3-0343-2111-2
CHF11.00 / €9.00 / €A9.90 /
€D9.60 / £7.00 / US\$11.95
- E-BOOK. ISBN 978-3-0343-2273-7
CHF21.00 / €11.00 / €A13.20 /
€D12.95 / £9.00 / US\$13.95

A Course in Applied Linguistics for Arab EFL/ESL Students has been developed keeping in view the academic needs of native-Arabic speakers learning English as a second/foreign language. The book in the process of understanding how students acquire second language, sheds some light on how children acquire their first language. It reviews the observations of theorists on Contrastive Analysis, Error Analysis and Interlanguage as main factors that influence learners' performance. Some examples from real performance of Arab EFL/ESL learners are discussed and analyzed. The book reviews the observations of linguists and psychologists on the role of extrinsic and intrinsic non-linguistic factors that affect SLA. The book also gives good consideration of the views of experts on the efficacy of strategy training. At the end of each chapter, there are study questions to provide an opportunity for the readers to test their proficiency. Similarly, projects are also added for the students to practice. A list of references is added at

the end of each chapter for further reading. The book has a rich Glossary to provide students with definitions of the most important terms.

- ➔ **Ideal for courses in: Linguistics and Teaching of English as a Foreign/Second Language**

PRIMER



DAVID C. BLOOMFIELD

AMERICAN PUBLIC EDUCATION LAW PRIMER

- 150 PP.
- Peter Lang Primer. Vol. 7
- PB ISBN 978-1-4331-3040-3
CHF34.00 / €27.50 / €A30.20 /
€D29.95 / £22.00 / US\$32.95
- E-BOOK. ISBN 978-1-4539-1845-6
CHF36.00 / €27.50 / €A33.00 /
€D32.95 / £22.00 / US\$32.95

This clear, readable introductory text for undergraduate and graduate Education Law courses or modules offers a practical guide to everyday problems such as student expression, discipline, religion, curriculum, social media, privacy, charter schools, discrimination, special education, and more. Features include distinctions among school, district, state, and federal law; the Facts and Find research method; the Cascade approach to the American legal system; lobbying advice; and the new federal Every Student Succeeds Act (ESSA), the replacement to No Child Left

Behind. Written by the ex-Counsel to the New York City Board of Education and a graduate of Columbia University Law School, *American Public Education Law Primer* is more than an academic text, presenting the real world of Education Law to benefit professionals, parents, and the general public.

- ➔ **Ideal for courses in: teacher and leadership preparation courses, education law and or education policy.**

CULTURAL STUDIES



RACHEL WERCZBERGER

JEWIS IN THE AGE OF AUTHENTICITY

Jewish Spiritual Renewal in Israel

- 180 PP.
- After Spirituality. Vol. 2
- PB. ISBN 978-1-4331-1755-8
CHF30.00 / €49.20 / €A54.10 /
€D52.95 / £40.00 / US\$58.95
- E-BOOK. ISBN 978-1-4539-1920-0
CHF64.00 / €49.20 / €A59.00 /
€D58.95 / £40.00 / US\$58.95
- HB ISBN 978-1-4331-1756-5
CHF103.00 / €83.30 / €A91.70 /
€D89.95 / £67.00 / US\$99.95

In this book, Rachel Werczberger takes stock of the Jewish New Age spirituality scene in Israel at the turn of the millennium. Led by highly charismatic rabbis, the Hamakom and Bayit Chadash communities active at that time attempted to bring

about a Jewish spiritual renewal by integrating Jewish tradition—especially Kabbalah and Hasidism—with New-Age spirituality. Spending over two years in field research, Werczberger presents a comprehensive ethnographic account of these two groups, examining their rise and fall after only six years of activity. At the core of their aspiration for Jewish spiritual renewal, claims Werczberger, was the quest for authenticity. She investigates the ways in which the language of authenticity was embraced by the members of the communities in their construction of a new spiritual Jewish identity, their re-invention of Jewish rituals, and their failed attempt at constructing community. She concludes that all these elements point to the dual form of politics of authenticity and identity with which Israeli Jewish New Age is involved.

➔ **Ideal for courses in: contemporary Judaism, cultural studies, & new religious movements.**

MARY M. DALTON / LAURA LINDER (EDS.)

SCREEN LESSONS

What We Learned Have Learned from Teachers on Television and in the Movies

- Counterpoints. Vol. 486
- E-BOOK. ISBN 978-1-4331-3873-7
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- PB ISBN 978-1-4331-3083-0
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3084-7
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

This unprecedented volume includes 30 essays by teachers and students about the teacher characters who have inspired them. Drawing on film and television texts, the authors explore screen lessons from a variety of perspectives. Arranged in topical categories, the contributors examine the “good” teacher; the “bad” teacher; gender, sexuality, and teaching; race and ethnicity in the classroom; and lessons on social class. From such familiar texts as the *Harry Potter* series and *School of Rock* to classics like *Blackboard Jungle* and *Golden Girls* to unexpected narratives such as the Van Halen music

video “Hot for Teacher” and Linda Ellerbee’s *Nick News*, the essays are both provocative and instructive.

➔ **Ideal for courses in: education and popular culture, cultural foundations, popular culture studies, media studies and television genre classes.**

LILIAN CIBILS

IMMIGRATION, MOTHERHOOD AND PARENTAL INVOLVEMENT Narratives of Communal Agency in the Face of Power Asymmetry

- Counterpoints. Vol. 439
- PB ISBN 978-1-4331-3088-5
CHF65.00 / €52.80 / €A58.10 /
€D56.95 / £43.00 / US\$63.95
- E-BOOK. ISBN 978-1-4331-3921-5
CHF71.00 / €54.20 / €A65.00 /
€D64.95 / £44.00 / US\$64.95
- HB ISBN 978-1-4331-3089-2
CHF113.00 / €91.70 / €A100.80 /
€D98.95 / £74.00 / US\$109.95

Immigration, Motherhood and Parental Involvement is based on the vivid accounts of seven Latina immigrant women and how they learned to navigate the school system in the rural southwest of the United States. Their stories are presented within several contexts, the socio-political conditions of immigration overarching them all. The process of acquiring a new socio-cultural script offers a common frame to the narratives, which illustrate the central role of the community in finding spaces for agency in circumstances of vulnerability. As a contribution to educational theory, this book explores the official discourse of parental involvement within the broader context of social policy by pointing to a common underlying ideal parent norm across areas of policy related to family and women. It also revisits the concept of parental involvement through contrasting ideologies of motherhood, as it applies the concept of participation parity in everyday institutional interactions as a fundamental measure of social justice. *Immigration, Motherhood and Parental Involvement* offers a deep insight into the institutionalized patterns of formal inclusion/informal exclusion in the relationship of schools with Latina immigrant mothers, even within the best intended programs. Its focus on the per-

sistent need for the implementation of culturally and linguistically sensitive approaches to home-school relations makes this a must-read for undergraduate and graduate courses in teacher education, education leadership and sociology of education. Teachers, administrators and policy-makers committed to moving away from the prevalent view of mothers as people who mainly need to be educated also need to read this book.

➔ **Ideal for courses in: language minority education programs, school and community relations, bilingual/multicultural school and community relations, sociology of education, and women’s studies.**

H. JAMES GARRETT

LEARNING TO BE IN THE WORLD WITH OTHERS

Difficult Knowledge and Social Studies Education

- Counterpoints. Vol. 515
- PB. ISBN 978-1-4331-3237-7
CHF 44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-3966-6
CHF 47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-3238-4
CHF 93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

In this book, Jim Garrett inquires into the processes of learning about the social world, populated as it often is with bewildering instances of loss, violence, and upheaval. In such learning, interactions invite and enliven our passionate responses, or prompt us to avoid them. Interpreting and working with these often emotional reactions is critical to social studies education and developing strategies for individuals to participate in democracy. Garrett illustrates ways that learning about the world does not occur in absence of our intimate relations to knowledge, the way learning sometimes feels like our undoing, and how new knowledge can feel more like a burden than and advantage.

➔ **Ideal for courses in: teacher education, curriculum, and social studies education discussions.**

TEACHER EDUCATION

Teacher Leadership

The «New» Foundations of Teacher Education



ELEANOR BLAIR (ED)

TEACHER LEADERSHIP

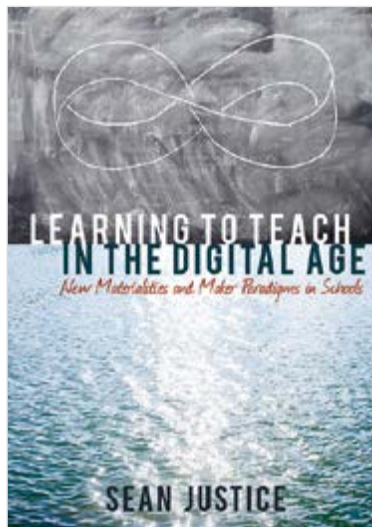
The «New» Foundations of Teacher Education- A Reader – revised edition, 2nd Edition

- 239 PP.
- Counterpoints. Vol. 466
- PB. ISBN 978-1-4331-2790-8
CHF 56.00 / €46.10 / €A50.70 /
€D49.30 / £37.00 / US\$59.95
- E-BOOK. ISBN 978-1-4539-1799-2
CHF 59.00 / €46.10 / €A55.32 /
€D54.86 / £37.00 / US\$59.95

Teacher leadership as a dimension of teachers’ work has never been more important. This topic has emerged as a major component of both state and national standards, and as such, it is included in most contemporary teacher education programs. Three decades of research have focused on teacher leadership as an essential element of school improvement, but its relationship to the potential transformation of the teaching profession remains unexplored. This revised edition of *Teacher Leadership: The «New» Foundations of Teacher Education* provides an overview of the scholarship being done in the field and a framework for questions and discussions regarding the sustainability of teacher leadership efforts. In this edition, each of the five sections is accompanied by an introduction and reflection questions on the various issues related to teachers acting as leaders in classrooms, schools and communities. The book opens with a com-

pletely new section that presents scholarship related to teacher leadership and social justice, where the role of ideology in the work of teacher leaders is considered. This book includes the work of over thirty authors and is an essential tool for guiding dialogue regarding the various facets of teacher leadership and its impact on school culture, student learning and professional learning communities within the context of twenty-first century school reform. *Teacher Leadership: The «New» Foundations of Teacher Education – A Reader* is intended for undergraduate and graduate education students.

➔ **Ideal for courses in: teacher education & teacher leadership.**



study, Justice interwove a sociomaterial disposition with new materialism, posthumanism, and new media theory. Methods were inspired by narrative inquiry and actor-network theory. Findings suggested that digital making and learning pedagogies were stabilizing at the school, but not in a linear way. Further, Justice suggests that the teaching practices that most engaged the ethos of twenty-first-century learning enacted a kind of learning we hear about from artists, writers, scientists, and mathematicians when they talk about what innovation feels like, leading to the proposition that a different kind of language is needed to describe the effects of digital materialities on teaching practice.

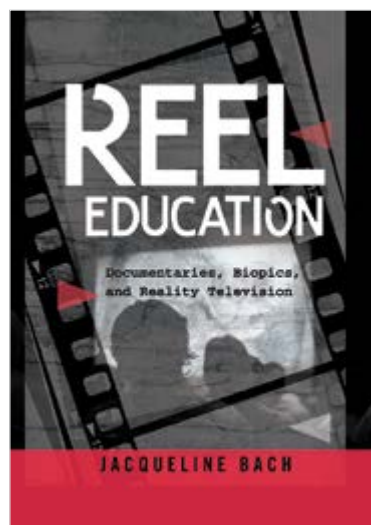
➔ **Ideal for courses in: qualitative research methods, art education, and educational technology.**

➔ **See also: Gamify Your Classroom by Matthew Farber in our Curriculum section.**

JACQUELINE BACH

REEL EDUCATION
Documentaries, Biopics, and Reality Television

- 186 PP.
- Minding the Media. Vol. 17
- PB ISBN 978-1-4331-2915-5
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1880-7
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2916-2
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95



Reel Education is the first single-authored book to bring together the theoretical and practical considerations of teaching cinematic texts about education that claim a degree of verisimilitude. Given the recent influx of documentaries, biopics, and reality television shows about education, new theoretical frameworks are required to understand how these productions shape public conversations about educational issues. Such texts, with their claims to represent real-life experiences, have a particular power to sway audiences who may uncritically accept these stories as offering “the truth” about what happens in schools. Since all texts, whatever their truth-claims may be, are grounded in specific ideologies, those in the fields of humanities, education, and media and communication studies must pay attention to how these films and television shows are constructed and for what purposes. This book provides an analysis of documentaries, biopics, and reality television, examining the construction of the genres, the explicit and latent ideologies they contain, and the ways in which students and faculty might critically engage with them in classrooms.

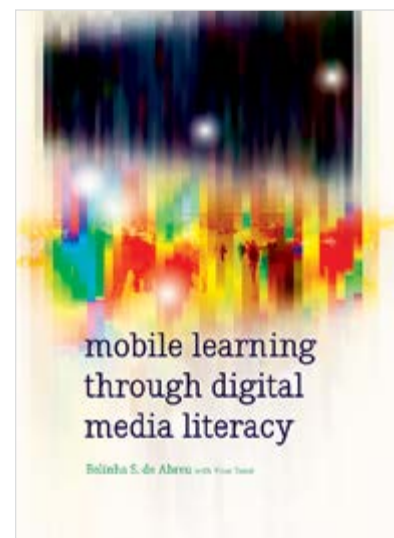
➔ **Ideal for courses in: popular culture and pedagogy, sociology and culture, and film and media arts.**

BELINHA S. DE ABREU

MOBILE LEARNING THROUGH DIGITAL MEDIA LITERACY

- New Literacies and Digital Epistemologies. Vol. 73
- PB ISBN 978-1-4331-2894-3
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1903-3
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2895-0
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Mobile Learning through Digital *Media Literacy* proposes media literacy education as a conceptual framework for bridging mobile technologies in teaching and learning. As cell phones have become more advanced and applications more innovative and fitting, candid conversations are taking place as to how technology can be a purposeful tool in the classroom. Mobile technology already attracts students and encourages text-language development; yet its accessibility affords the potential for more extended use, offering enhancement and flexibility for instructional development. In light of a shared vision of collaboration and growth developing globally within educational circles, this book examines mobile learning as a formal literacy, as a productivity environment for creative growth in and out of the classroom, and as an advancement to social learning through online networks. This study surveys media literacy education within the classroom and its extended implications for concerns of civic participation and data privacy as



MEDIA LITERACY

SEAN JUSTICE

LEARNING TO TEACH IN THE DIGITAL AGE
New Materialities and Maker Paradigms in Schools

- 269 PP.
- New Literacies and Digital Epistemologies. Vol. 78
- PB ISBN 978-1-4331-3318-3
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1887-6
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3319-0
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Learning to Teach in the Digital Age tells the story of a group of K–12 teachers as they began to connect with digital making and learning pedagogies. Guiding questions at the heart of this qualitative case study asked how teaching practices engaged with and responded to the maker movement and digital making and learning tools and materials. Over the course of one school year, Sean Justice attended to the ebb and flow of teaching and learning at an independent K–12 girls school the northeastern United States. Teachers and administrators from across grade levels and academic domains participated in interviews and casual conversations, and opened their classrooms to *ad hoc* observations. In conducting the

conversations on these matters increase with more educators and policymakers internationally considering the possibilities of connected classrooms and m-learning on a universal scale.

➔ **Ideal for courses in: media, culture, and communication, mobile learning instructional design, mobile phone learning, mobile application development for learning, and emerging learning technologies.**

research purposes and questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; and limitations, glitches, and difficulties experienced in the research process.

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

MEDIA

MICHELE KNOBEL / COLIN LANKSHEAR

RESEARCHING NEW LITERACIES

Design, Theory, and Data in Sociocultural Investigation

- New Literacies and Digital Epistemologies. Vol. 76
- PB ISBN 978-1-4331-3145-5
CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4539-1649-0
CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB ISBN 978-1-4331-3146-2
CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

This book provides an expansive guide for designing and conducting robust qualitative research across a diverse range of purposes concerned with understanding new literacies in theory and in practice. It is based on the idea that one of the best ways of learning how to do good research is by closely following the approaches taken by excellent researchers. This volume brings together a group of internationally reputed qualitative researchers who have investigated new literacies from a sociocultural perspective. These contributors offer “under the hood” accounts of how they have adapted existing research approaches and, where appropriate, developed new ones to frame their research theoretically and conceptually, collected and analyzed their data, and discussed their analytic results in order to achieve their research purposes. Each chapter, based on a substantial and successful study undertaken by the researchers, addresses the research process from one or more of the following emphases: theory and design, data collection, and data analysis and interpretation. Core elements discussed in each chapter include

TIM MARKHAM / SCOTT RODGERS (EDS.)

CONDITIONS OF MEDIATION

Phenomenological Perspectives on Media

- PB. ISBN 978-1-4331-3469-2
CHF 55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1904-0
CHF 58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3470-8
CHF 98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

Phenomenology has become one of the most important philosophical traditions underpinning recent theory and research on new media, whether or not the word is used explicitly. *Conditions of Mediation* brings together, for the first time in a single publication, the diversity of phenomenological media research – from social platforms and wearable media to diasporic identity formation and the ethics of consumer technologies. The new orthodoxy in media studies emphasizes the experience of media – whether as forms, texts, technics or protocols – marking a departure from traditional approaches preoccupied with media content or its structural contexts. But phenomenologically informed approaches go beyond merely asking what people do with media. They ask a more profound question: what constitutes the conditions of mediated experience in the first place?

Beginning with an accessible introduction, this book invites readers to explore a wide range of phenomenological perspectives on media via two critical dialogues involving key thinkers alongside a series of theoretically sophisticated and empiri-

cally grounded chapters. In so doing, interdisciplinary media studies is brought into conversation with the work of philosophers such as Edmund Husserl, Martin Heidegger and Maurice Merleau-Ponty, as well as phenomenologically-inspired thinkers such as Erving Goffman, Pierre Bourdieu, Tim Ingold, Henri Lefebvre, Friedrich Kittler, Marshall McLuhan and Bernard Stiegler.

➔ **Ideal for undergraduate courses in: media, technology and culture and graduate classes such as theoretical perspectives on media.**



PAULA M. POINDEXTER

NEWS FOR A MOBILE-FIRST CONSUMER

- 272 PP.
- PB ISBN 978-1-4331-2840-0
CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1815-9
CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2841-7
CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

The rapid adoption of mobile devices has created a new type of consumer, one who chooses smartphones and tablets over laptops and desktops, TV and radio, print newspapers, magazines, books, and landline phones. This new mobile consumer has not just forced businesses, institutions, governments, and organizations to innovate with mobile solutions; this new mobile consumer has upended the news

media landscape, challenging news organizations and journalists to produce news for consumers who have little resemblance to yesterday’s newspaper readers, TV news viewers, and online news consumers. Based on two national surveys, *News for a Mobile-First Consumer* introduces a mobile consumer taxonomy comprised of three types of mobile consumers: mobile-first, mobile specialists, and mobile laggards. The demographics of these mobile consumers as well as their relationship to news and social media are explored in depth. Social media as a competitor to and platform for mobile news are also examined, and special attention is devoted to news apps from the perspective of consumers. *News for a Mobile-First Consumer* also provides insight about millennials, racial and ethnic minorities, and women, who are at the forefront of the mobile revolution but less engaged with news. To improve mobile journalism and increase news engagement, “Essentials of Mobile Journalism” are proposed. As the first book to explore news and consumers in the mobile sphere, this book is required reading for scholars and professionals as well as undergraduate and graduate students enrolled in journalism, communication, strategic communications, advertising, media and society, marketing, and technology courses.

➔ **Ideal for undergraduate & graduate courses in: media and society, journalism and media fundamentals, and mobile communication.**

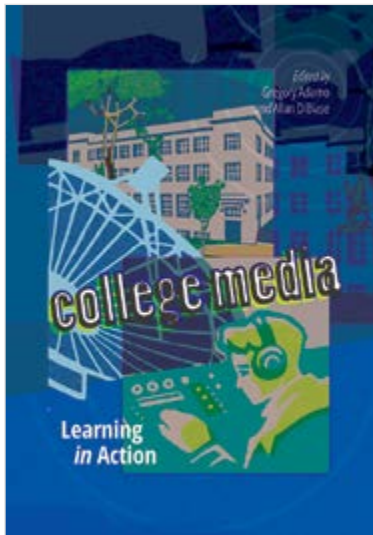
GREGORY ADAMO / ALLAN DIBIASE (EDS.)

COLLEGE MEDIA

Learning in Action

- E-BOOK. ISBN 978-1-4539-1831-9
CHF 98.00 / €75.00 / €A90.00 / €D89.95 / £60.00 / US\$89.95
- HB ISBN 978-1-4331-2431-0
CHF 93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

College Media: Learning in Action is a unique resource for journalism educators and students, media advisors, student personnel administrators, and students at any level—undergraduate or graduate—interested in learning theory and practice. Sixteen original, scholarly and diverse



chapters encompass a wide range of methodologies that detail how students involved in college media organizations have formative experiences in a variety of different forms of publication and electronic media broadcasting. In part, the volume is assembled to help students and educators alike justify their practice and involvement at a time of change when new forms of social media, pressure to quantify learning outcomes, and budget issues in higher education are reshaping the undergraduate media landscape. This volume offers insight into how many journalism and media professionals began their careers and in doing so affirms the value of learning through direct experience and involvement.

➔ **Ideal for undergraduate courses in: in student media and graduate level course in courses in student affairs, higher education administration, media management and journalism.**

PAUL MESSARIS / LEE HUMPHREYS (EDS.)

DIGITAL MEDIA

Transformations in Human Communication, 2nd Edition

- 337 PP.
- PB ISBN 978-1-4331-3286-5 CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-3955-0 CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95

The age of digital media has given rise to a new social world. It is a world in which the transmission of information from the few to

the many is steadily being supplanted by the multi-directional flow of facts, lies, and ideas. It is a world in which hundreds of millions of people are voluntarily depositing large amounts of personal details in publicly accessible data-bases. It is a world in which interpersonal relationships are increasingly being conducted in the virtual sphere. Above all, this is a world that seems to be veering off in unpredictable ways from the trends of the immediate past. This book is a probing examination of that world, and of the changes that it has ushered into our lives. In more than thirty essays by a wide range of scholars, this must-have second edition examines the impact of digital media in six areas – information, persuasion, community, gender & sexuality, surveillance & privacy, and cross-cultural communication – and offers an invaluable guide for students and scholars alike. With one exception, all essays are completely new or revised for this volume.

➔ **Ideal for courses in: social media, digital media, new media, and popular culture.**

..... CATHERINE R. SQUIRES (EDS.)

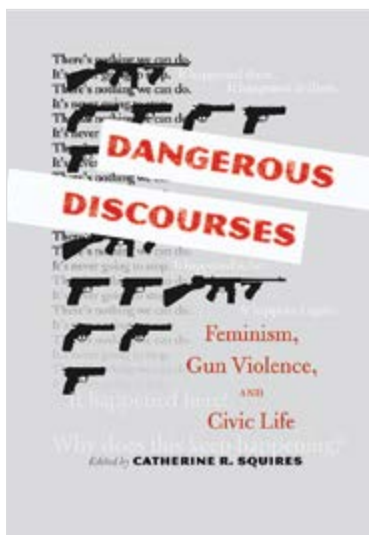
**DANGEROUS DISCOURSES
Feminism, Gun Violence, & Civic Life**

- 276 PP.
- PB ISBN 978-1-4331-3278-0 CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1804-3 CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3279-7 CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

Dangerous Discourses brings together new work by feminist scholars who provide a multifaceted view of the ways contemporary media discourses inscribe particular understandings of gendered social identities, gun violence, and public policy.

The chapters examine multiple media locations where discourses about guns and violence against women proliferate, including social media, mainstream news, National Rifle Association-sponsored magazines, gun research, public policy debates, popular magazines, and television drama.

Utilizing theory and empirical research, this book helps us see more clearly how gender, sexuality, and other intersecting



identities must be included in analysis of media discourses of guns and gendered violence. The authors discuss the role of patriarchal ideologies, and center feminist thought and concerns in order to get beyond the one-liners, sound bites, and truisms about bad guys, the Second Amendment, mental health, and personal freedom that currently dominate public debates about guns and violence.

With its unique views on the ways gun violence and gender inflect each other in the United States, this book is designed for courses in media studies, women's studies, and sociology.

➔ **Ideal for courses in: feminist media studies; media, race and gender; mass media and society; media and politics; media violence; women in popular culture; and violence and pop culture**

..... MERVİ PANTTI (ED.)

**MEDIA AND THE UKRAINE CRISIS
Hybrid Media Practices and Narratives of Conflict**

- 193 PP.
- Global Crises and the Media. Vol. 21
- PB ISBN 978-1-4331-3339-8 CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1814-2 CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3340-4 CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

How are media and communications transforming armed conflicts? How are conflicts made visible in the media in dif-



ferent national and transnational settings? How does the media serve as a means by which various actors manage and communicate conflict?

These are some of the questions addressed in this book. Using a variety of disciplinary perspectives and analytical approaches, contributors discuss the complex, multi-level Ukraine conflict as it is imagined and enacted in and through various media. Covering a wide range of media forms and content, including television news, newspapers, PR campaigns, and social media content, they offer new, empirically grounded insight into the ways in which traditional mass media and new media forms are involved in narrating and shaping conflict. This book is suitable for students of conflict and media courses in journalism, media and communication, politics, security, and Russian and Eastern European studies.

➔ **Ideal for courses in: media, politics and society, Eastern Europe conflicts, and international communication.**

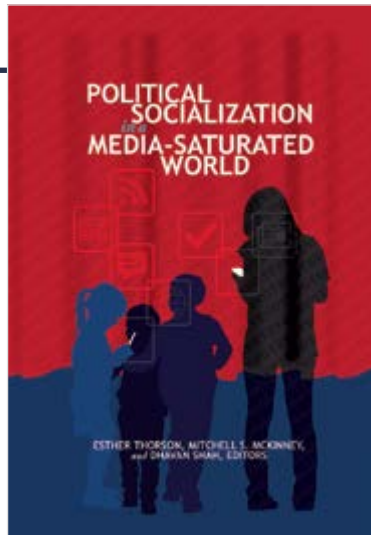
..... EDWARD LEE LAMOUREUX

**PRIVACY, SURVEILLANCE,
AND THE NEW MEDIA YOU**

- Digital Formations. Vol. 96
- PB ISBN 978-1-4331-2494-5 CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1824-1 CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2495-2 CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

Very little in the American way of life functions adequately under surveillance. Democracy itself may be at mortal risk due to the loss of privacy and the increase in surveillance. Examining challenges in a wide range of contexts, this book investigates and critically examines our systems of data management, including the ways that data are collected, exchanged, analyzed, and re-purposed. The volume calls for re-establishing personal privacy as a societal norm and priority, requiring action on the part of everyone at personal, societal, business, and governmental levels. Because new media products and services are professionally designed and implemented to be frictionless and highly rewarding, change is difficult and solutions are not easy. This volume provides insight into challenges and recommended solutions.

➔ **Ideal for courses in: digital media & society, privacy & surveillance, media ethics, communication technologies, philosophy of technology, and electronic security and privacy.**



ESTHER THORSON / MITCHELL S. MCKINNEY / DHAVAN SHAH

POLITICAL SOCIALIZATION IN A MEDIA-SATURATED WORLD

- 472 PP.
- Frontiers in Political Communication. Vol. 19
- PB ISBN 978-1-4331-2571-3
CHF67.00 / €54.20 / €A59.60 /
€D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4539-1763-3
CHF71.00 / €54.20 / €A65.00 /
€D64.95 / £44.00 / US\$64.95
- HB ISBN 978-1-4331-2572-0
CHF113.00 / €91.70 / €A100.80 /
€D98.95 / £74.00 / US\$109.95

The studies that comprise *Political Socialization in a Media Saturated World* synthesize, question, and update our knowledge of political socialization that has accumulated over the past 40 years of related research. The scholarship advances innovative theoretical perspectives and develops new models of the socialization process that revolve around the key social structures of family, media, peers, and school. The Hierarchy Model of Political Socialization, in particular, provides a comprehensive conceptual framework for organizing and analyzing youth responses to the political. With research that spans multiple election cycles across nearly a decade, and data drawn from a national panel study that allows for cross-generational comparison, the findings and models of political socialization presented provide the most comprehensive and in-depth examination of youth political socialization that exists to date. This book provides a foundation and research agenda for examining the Millennial generation in the com-

ing years as these citizens mature to adults and become the driving force of society and our polity.

Contents

Introduction: Theorizing Political Socialization in a Media-Saturated World | *Esther Thorson, Mitchell S. McKinney, and Dhavan Shah*

Section One: Theories of Political Socialization

Chapter One: The Role of Media Use Motives in the Classic Structural Model of Youth Political Socialization | *Esther Thorson, Hans Meyer, and Mi Jahng*

Chapter Two: A Hierarchy of Political Participation Activities in Pre-Voting-Age Youth | *Esther Thorson, Glenn Leshner, Mi Jahng, and Margaret Duffy*

Chapter Three: Political Advertising and the Hierarchy of Political Socialization in Teens | *Esther Thorson, Eunjin Kim, and Margaret Duffy*

Chapter Four: Peer Influence in Adolescent Political Socialization: Deliberative Democracy Inside and Outside the Classroom | *Mi Jahng, Mitchell S. McKinney, and Esther Thorson*

Chapter Five: Knowledge Gap in a Media-Saturated Presidential Election | *Joonghwa Lee, Chang Dae Ham, and Esther Thorson*

Chapter Six: State Policies for Civic Education | *Peter Levine and Kei Kawashima-Ginsberg*

Section Two: Parents and Children

Chapter Seven: Parenting Styles in Political Socialization: How the Path to Political Participation Begins at Home | *Edson Tandoc, Esther Thorson, and Margaret Duffy*

Chapter Eight: The Importance of Family Communication Patterns and School Civics Experiences | *Chang Dae Ham, Joonghwa Lee, and Esther Thorson*

Chapter Nine: Predictors of Youth Voting: Parent-Child Relationships and Young Adult News Use | *Rosanne Scholl and Chance York*

Chapter Ten: Talking Politics at the Dinner Table: The Effects of Family Political Communication on Young Citizens' Normative Political Attitudes | *Benjamin R. Warner and Colleen Warner Colaner*

Chapter Eleven: Social Media and Social Voting in Latino Families: A Strategic Approach to Mobilizing Youth as Information Leaders | *Michael McDewitt and Shannon Sindorf*

Section Three: Interactions With Peers and Others

Chapter Twelve: Youngsters' Political Talk With Those Outside School and Family: The Hierarchy of Political Socialization | *Mi Jahng, Hans Meyer, and Esther Thorson*

Chapter Thirteen: From News to Political Knowledge: The Roles of Elaboration and Discussion | *Edson Tandoc and Esther Thorson*

Chapter Fourteen: Communication Norms, Contexts of Socialization, and Youth Civic Development | *Nam-jin Lee, Dhavan V. Shah, and Jack M. McLeod*

Section Four: Youth and Political Knowledge

Chapter Fifteen: Measurement of Political Knowledge in American Adolescents | *Esther Thorson, Seoyeon Kim, and Joonghwa Lee*

Chapter Sixteen: Political Knowledge and Participation in Teens During Low and High Political Interest Periods of a Presidential Election | *Esther Thorson, Mi Jahng, and Mitchell S. McKinney*

Chapter Seventeen: Political Socialization Patterns in Younger and Older American Adolescents | *Hans Meyer, Mi Jahng, & Esther Thorson*

Section Five: Media Changes

Chapter Eighteen: Young Citizens' Use of Digital and Traditional Political Information | *J. Brian Houston and Mitchell S. McKinney*

Chapter Nineteen: Developing Media Preferences in a Post-Broadcast Democracy | *Stephanie Edgerly and Kjerstin Thorson*

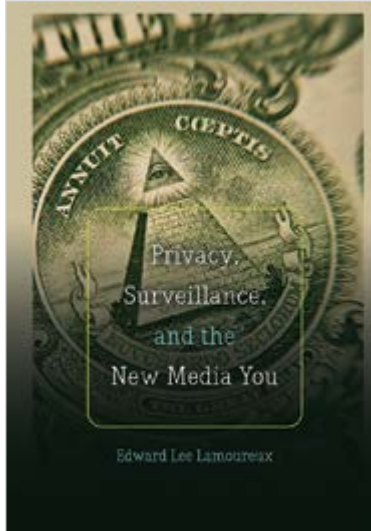
Chapter Twenty: Is Dangerous News Use Dangerous? The Impact of Safe and Dangerous News Use on Political Socialization | *Edson Tandoc, Esther Thorson, Mi Jahng, Eunjin Kim, and Margaret Duffy*

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Chapter Twenty-Two: The Impact of News "Voice" on Adolescent Political Efficacy | *Jeremy Littau, Liz Gardner, and Esther Thorson*

Chapter Twenty-Three: Environmental Political, Civic Engagement and Political Consumerism Among Youth | *Robert H. Wicks and Myria Allen*

➔ **Ideal for courses in: journalism, communication, political socialization, and political communication.**



DENNIS D. CALI

MAPPING MEDIA ECOLOGY

Introduction to the Field

- Understanding Media Ecology. Vol. 4
- PB ISBN 978-1-4331-2763-2
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1871-5
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95

Until now, the academic foundations of media ecology have been passed down

primarily in the form of edited volumes, often by students of Neil Postman, or are limited to a focus on Marshall McLuhan and/or Postman or some other individual important to the field. Those volumes are invaluable in pointing to key ideas in the field; they provide an important and informed account of the fundamentals of media ecology as set forth at the field's inception. Yet there is more to the story.

Offering an accessible introduction, and written from the perspective of a "second generation" scholar, this single-authored work provides a unified, systematic framework for the study of media ecology. It identifies the key themes, processes, and figures in media ecology that have coalesced over the last few decades and presents an elegant schema with which to engage future exploration of the role of media in shaping culture and consciousness.

Cali offers a survey of a field as consequential as it is fascinating. Designed to be used primarily in media and communication courses, the book's goal is to hone insight into the role of media in society and to extend the understanding of the themes, processes, and interactions of media ecology to an ever broader intellectual community.

➔ **Ideal for courses in: mass media & society, media ecology, and media, culture, and society.**

ERIKA ENGSTROM

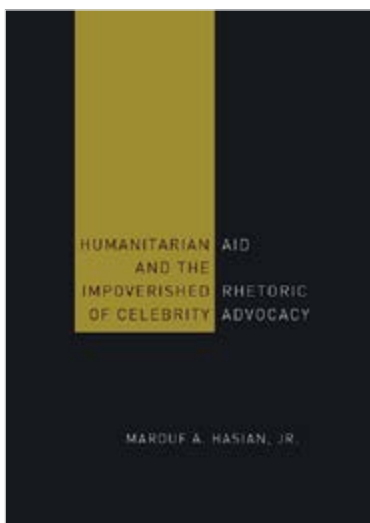
FEMINISM, GENDER, AND POLITICS IN NBC'S <<PARKS AND RECREATION>>

- PB ISBN 978-1-4331-3355-8
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1882-1
CHF47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB ISBN 978-1-4331-3356-5
CHF 93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

Widely hailed as one of the best feminist-oriented series on television, NBC's *Parks and Recreation* (2009-2015) presents a multifaceted text for examining the incorporation of feminist ideology into its storylines. This book analyzes the various ways the series presented feminism as a positive force, such as the satirical portrayal of patriarchy; alternative depictions of masculinity; the feminism ideology and politi-

cal career of main character Leslie Knope; the inclusion of actual political figures; and depictions of love and romance as related to feminist thinking. A much-needed treatment that adds to the literature on feminism in media and popular culture, this book serves as an ideal resource for instructors and scholars of gender and mass media, women's studies, and media criticism by investigating *Parks and Recreation's* place in the continuum of other feminist-leaning television programs.

➔ **Ideal for undergraduate courses in: women and the media; gender, media, and communication, gender portrayals in popular communication, race, class, and gender in American television**



MAROUF A. HASIAN

HUMANITARIAN AID AND THE IMPOVERISHED RHETORIC OF CELEBRITY ADVOCACY

- 279 PP.
- E-BOOK. ISBN 978-1-4539-1859-3
CHF 42.15 / €33.04 / €A39.65 /
€D39.32 / £26.00 / US\$42.95
- HB ISBN 978-1-4331-3403-6
CHF 139.00 / €115.35 / €A126.90 /
€D123.40 / £92.00 / US\$149.95

Providing a comparative study on celebrity advocacy – from the work of Bono, George Clooney, Madonna, Greg Mortenson, and Kim Kardashian West – this book provides scholars and readers with a better understanding of some of the short-term and long-term impacts of various forms of celebrity activism.

Each chapter illustrates how the impoverished rhetoric of celebrities often privi-

leges the voices of those in the Global North over the efforts of local NGOs who have been working for years at addressing the same humanitarian crises. Whether we are talking about the building of schools for young women in Afghanistan or the satellite surveillance of potential genocidal acts carried out in the Sudan, various forms of celebrity advocacy resonate with scholars and members of the public who want to be seen «doing something.»

The author argues that more often than not, celebrity advocacy enhances a celebrity's reputation – but hinders the efforts of those who ask us to pay attention to the historical, structural, and material causes of these humanitarian crises.

➔ **Ideal for courses in: sociology, political science, cultural anthropology, law, international relations, communication and genocide studies.**



PAUL BOOTH

**DIGITAL FANDOM 2.0
New Media Studies, 2nd Edition**

- Digital Formations. Vol. 68
- PB ISBN 978-1-4331-3150-9
CHF 55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1654-4
CHF 58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95

In this completely revised and updated version of *Digital Fandom*, Paul Booth extends his analysis of fandom in the digital environment. With new chapters that focus on the economics of crowdfunding, the playfulness of Tumblr, and the hybridity of the fan experience, alongside revised chapters

that explore blogs, wikis, and social networking sites, *Digital Fandom 2.0* continues to develop the "philosophy of playfulness" of the contemporary fan. Booth's analysis reveals the many facets of the digital fan experience, including hybrid fandom, demediation, and the digi-gratis economy. With a foreword from noted fan scholar Matt Hills, Booth's new *Digital Fandom 2.0* shows the power of the fan in the digital age.

➔ **Ideal for graduate level courses in: digital media, transformative works, participatory cultures, fan audiences, audience studies, and media studies.**



JUSSI PARIKKA

**DIGITAL CONTAGIONS
A Media Archaeology of
Computer Viruses, 2nd Edition**

- 298 PP.
- Digital Formations. Vol. 44
- PB ISBN 978-1-4331-3232-2
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1868-5
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95

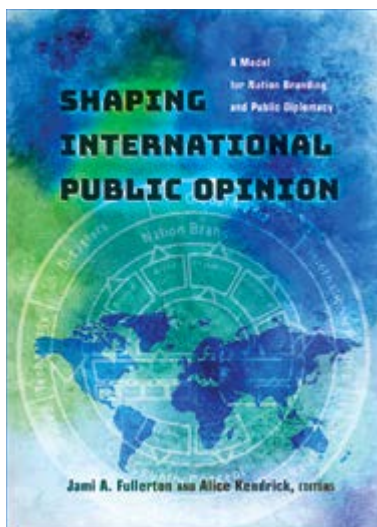
Now in its second edition, *Digital Contagions* is the first book to offer a comprehensive and critical analysis of the culture and history of the computer virus.

At a time when our networks arguably feel more insecure than ever, the book provides an overview of how our fears about networks are part of a more complex story of the development of digital culture. It writes a media archaeology of computer and network accidents that are endemic to the computational media ecology. Viruses,

worms, and other software objects are not seen merely from the perspective of anti-virus research or practical security concerns, but as cultural and historical expressions that traverse a non-linear field from fiction to technical media, from net art to politics of software.

Mapping the anomalies of network culture from the angles of security concerns, the biopolitics of computer systems, and the aspirations for artificial life in software, this second edition also pays attention to the emergence of recent issues of cybersecurity and new forms of digital insecurity. A new preface by Sean Cubitt is also provided.

➔ **Ideal for courses in: new media theory, viral media, network culture and media archaeology.**



PUBLIC RELATIONS

JAMI A. FULLERTON / ALICE KENDRICK,
(EDS.)

SHAPING INTERNATIONAL PUBLIC OPINION

A Model for Nation Branding and Public Diplomacy

- 274 PP.
- PB ISBN 978-1-4331-3028-1
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1864-7
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-3029-8
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Bridging two “camps” in the field of international public opinion - nation branding and public diplomacy - this book presents a first-of-its-kind cohesive framework with which readers can better research, teach, practice and understand the field. At its core is the introduction of the Model of Country Concept, which illustrates the array of factors, including hard- and soft-power initiatives, that shape how global citizens form their opinions about other countries. Each chapter applies the Model of Country Concept across a wide geographic, methodological and disciplinary range of qualitative and quantitative research studies. They include traditional and social media content, international educational exchange programs, tourism, government-sponsored programs and entertainment. By way of definitions, prior research findings, professional best practice, and published theories and models, the book offers a framework for future positioning of both practice around and research about nation branding and public diplomacy. Written for practitioners, researchers, teachers and students of public diplomacy, international relations, media/journalism, and strategic communication, among others, the book offers a comprehensive yet approachable solution for framing a conversation about the heterodox nature of nation branding and public diplomacy, as well as advancing the field through original research.

➔ **Ideal for courses in: public diplomacy, international relations, media/journalism, and strategic communication.**

COMMUNICATION

JULIEN C. MIRIVEL

HOW COMMUNICATION SCHOLARS THINK AND ACT

A Lifespan Perspective

- Lifespan Communication. Vol. 11
- PB ISBN 978-1-4331-3078-6
CHF44.00 / €35.80 / €A39.40 /
€D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1913-2
CHF47.00 / €35.80 / €A43.00 /
€D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3079-3
CHF93.00 / €75.00 / €A82.50 /
€D80.95 / £60.00 / US\$89.95

Every great scholar begins as a student. But what does it take to get there? And what is the journey like? This book explores the lifespan development of some of the best-known communication scholars in the U.S. Grounded in 30 in-depth interviews, personal stories, and communication theory, the book reveals the nature of human development, the curvature of disciplinary thinking, and the values that drive communication professionals. With powerful examples from great thinkers and teachers such as Robert Craig, Valerie Manusov, and Gerry Philipsen, the book shows that communicating well is a slow, gradual awakening toward others. *How Communication Scholars Think and Act* is designed to inspire students and faculty alike to persevere in the face of setbacks, to learn about communication more deeply, and to improve human relationships across contexts. This is an ideal text for courses in communication theory, interpersonal communication, and introductory courses to the field. It is a must-read for anyone who wants to become a communication professional.

➔ **Ideal for courses in: communication theory, interpersonal communication, and introductory communication courses.**

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- Chapter 2. What Is the Nature of the Communication Professorate?
- Chapter 3. How Do Communication Professors Grow?
- Chapter 4. How Do Communication Professors View Teaching?
- Chapter 5. How Do Communication Professors Think?
- Chapter 6. What Do Communication Professors See and Hear?
- Chapter 7. How Do Communication Professors Communicate Across their Career?
- Chapter 8. What Behaviors Do Communication Professors Value?
- Chapter 9. What Can We Learn From Communication Professors?
- Appendices & Index

Philosophy for Multisensory Communication and Media



KEITH KENNEY

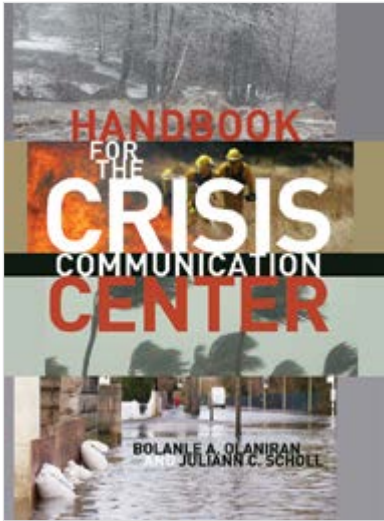
PHILOSOPHY FOR MULTISENSORY COMMUNICATION AND MEDIA

- 250 PP
- PB ISBN 978-1-4331-2205-7
CHF55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. 978-1-4539-1855-5
CHF58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2206-4
CHF98.00 / €79.20 / €A87.10 /
€D84.95 / £64.00 / US\$94.95

Multisensory media—hybrid media that engage more than the auditory and visual senses—is beginning to change the way that we communicate. While hardware and software for capturing and emitting different types of sensory data are still being developed, this book lays a theoretical foundation for their use. Drawing upon the ideas of philosophers who write about sensory perception as well as each of the senses, Keith Kenney explains the issues that communication and media scholars will need to investigate as we begin to exchange haptic, olfactory, and even gustatory messages. Scholars interested in communication theory, media theory, and multimodality will discover new ideas by current philosophers, while scholars of sensory studies will learn how their field can be extended to communication and media. Designers of multisensory experiences, such as videogame developers, will find practical suggestions for creating richer and more meaningful experiences. A dozen sidebars apply philosophical ideas to common experiences so that the

text can be used in advanced undergraduate and postgraduate courses.

➔ **Ideal for courses in:**
communication theory, media theory, and multimodality.



BOLANIE OLANIRAN / JULIANN C. SCHOLL

HANDBOOK FOR THE CRISIS COMMUNICATION CENTER

- 300 PP.
- PB. ISBN 978-1-4331-2433-4
 CHF55.00 / €44.20 / €A48.60 /
 €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1759-6
 CHF58.00 / €44.20 / €A53.00 /
 €D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-2434-1
 CHF98.00 / €79.20 / €A87.10 /
 €D84.95 / £64.00 / US\$94.95

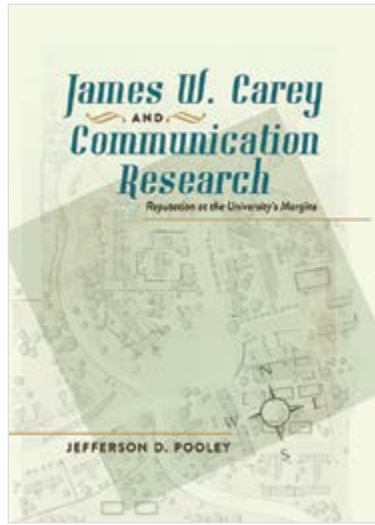
Crisis communication plays an important role in maintaining a community's safety and security. While governments devote significant attention to national crises, anticipation and preparation specific to local communities is imperative and can assist media outlets, elected officials, and message designers in successfully reaching their intended target audiences. However, local leaders might not possess the communication skills and knowledge needed to prepare a local community for potential crises. Therefore, there is a need for communities to have support systems in place to help them respond and communicate appropriately. This volume provides a comprehensive resource that provides the knowledge and guidelines that can be

used for localized crisis preparation. Focusing on crisis preparedness/readiness, it discusses and extends the anticipatory model of crisis management (AMCM) in the establishment of crisis communication centers (CCCs) within local communities and municipalities across the U.S. The authors advocate for communities to create CCCs that would be comprised of municipal and community members who can fulfill specific functions on a team tasked with preparing for crisis, as well as responding to a crisis aftermath. Directions for future research such as the comparison of specific crisis prevention strategies across similar local communities, and developing new and innovative ways to collect and warehouse large amounts of crisis data, is provided.

➔ **Ideal for courses in:** **public relations, crisis management, crisis communication, risk communication, organizational communication, public administration, political science and civic governance, business management, health administration and/or informatics.**

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 Chapter 2. CCC and the Multiple Stakeholders
 Chapter 3. Community Resources for CCCs
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 Chapter 10. Implications for Practitioners and Community Sectors
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JEFFERSON POOLEY

JAMES W. CAREY AND COMMUNICATION RESEARCH Reputation at the University's Margins

- 234 PP.
- PB. ISBN 978-1-4331-0847-1
 CHF 55.00 / €44.20 / €A48.60 /
 €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1760-2
 CHF 58.00 / €44.20 / €A53.00 /
 €D52.95 / £36.00 / US\$52.95
- HB ISBN 978-1-4331-0846-4
 CHF 98.00 / €79.20 / €A87.10 /
 €D84.95 / £64.00 / US\$94.95

James W. Carey, by the time of his death in 2006, was a towering figure in communication research in the U.S. In this book, Pooley provides a critical introduction to Carey's work, tracing the evolution of his media theorizing from his graduate school years through to the publication in 1989, of his landmark *Communication as Culture*. The book is an attempt to understand the unusual if also undeniable significance that Carey holds for so many communication scholars, as well as making his work accessible to advanced undergraduate and postgraduate students.

➔ **Ideal for upper level undergraduate & graduate courses in:** **communication theory and media theory.**

ERIKA POLSON

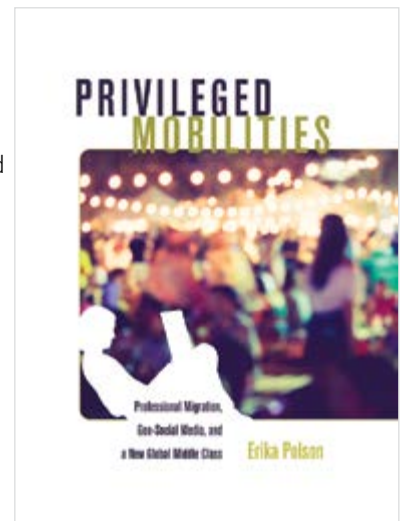
PRIVILEGED MOBILITIES Professional Migration, Geo-Social Media, and a New Global Middle Class

- 196 PP.
- *Intersections in Communications and Culture. Vol. 34*
- PB. ISBN 978-1-4331-3026-7
 CHF 38.00 / €31.50 / €A34.70 /
 €D33.70 / £25.00 / US\$40.95
- E-BOOK. ISBN 978-1-4539-1750-3
 CHF 40.05 / €31.50 / €A37.80 /
 €D37.49 / £25.00 / US\$40.95
- HB ISBN 978-1-4331-3027-4
 CHF 139.00 / €115.35 / €A126.90 /
 €D123.40 / £92.00 / US\$149.95

As corporations ramp up «workforce globalization» and young professionals increasingly pursue opportunities to work abroad, social entrepreneurs use online digital platforms to create offline social events where foreigners can meet face-to-face. Through ethnographic study of such groups in Paris, Singapore, and Bangalore, Erika Polson illustrates how, as a new generation of expatriates uses location technologies to create mobile «places,» a new global middle class is emerging.

While there are many differences in the specifics between the expat groups, they share certain characteristics that indicate a larger logic to the way that the increasing mobility of professional career paths is connected to new subjectivities and changing forms of community among a diverse and growing demographic.

This book opens up a new field of study, one which pays more attention to middle



class mobility while questioning the privileging of mobility more generally.

➔ **Ideal for courses in: digital media and society; global media; international and intercultural communication; social media; global business; global identity; migration and identity; development communication; sociology of mobility; and international media.**

GIORGIA AIELLO / MATTEO TARANTINO / KATE OAKLEY (EDS.)

COMMUNICATING THE CITY

Meanings, Practices, Interactions

- Urban Communication. Vol. 4
- PB. ISBN 978-1-4331-3097-7
CHF 55.00 / €44.20 / €A48.60 /
€D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1902-6
CHF 58.00 / €44.20 / €A53.00 /
€D52.95 / £36.00 / US\$52.95

How human meanings, practices and interactions produce and are produced by urban space is the focus of this timely and exciting addition to the study of urban communication.

Challenging notions of the 'urban' as physically, economically or technological-ly determined, the collection explores key intersections of discourse, materiality, technology, mobility, identity and inequality in acts of communication across urban and urbanizing contexts. From leisure and media consumption among Chinese migrant workers in a Guangdong village and the power of both archetypal and unfamiliar landscapes in small-town America, to digital acts of discrimination in Hong Kong and the diverse networks and communication infrastructures of global cities like London and Los Angeles, the book combines a range of perspectives to ask fundamental questions about the significance and status of cities in times of intensified mediation and connectivity.

With case studies from Italy, Britain, Ireland, Russia, the United States and China, this international collection demonstrates that both empirical and critical knowledge on the relationship between communication and urban life has become vital across the humanities and social sciences. *Communicating the City* will be essential reading for all those

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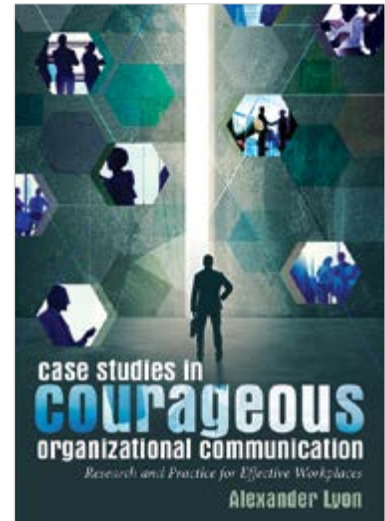
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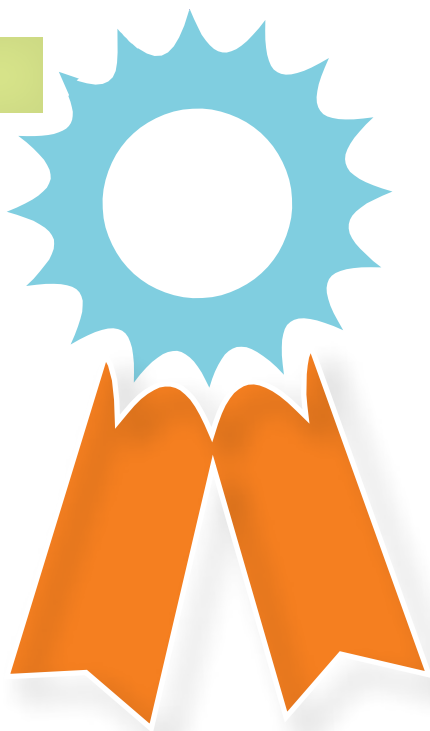
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