



**PETER LANG**

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**MULTIDISCIPLINARY  
TEXTBOOK CATALOGUE**



Education



Media & Communication



Black Studies



Diversity



Latino/a Studies





# Contents

Black Studies	2	Cultural Studies	18
Latino/A Studies	3	Literacy	19
Diversity	3	Media Literacy	19
Higher Education	4	Communication	21
Foundations	5	Journalism	24
Critical Pedagogy	8	Media	25
Curriculum	12	Public Relations	30
Primers	15	Author Index	31
Action Research	15	Series Lists	32
Ed Reform	16	Award Winners	33
Environmental Education	16	New Series	33
Disability Studies	17	Journal Announcement	34
Global Studies	17	eBook info & Partnerships	35
Childhood	17	Peter Lang Worldwide Agents	36
Youth Studies	18		

Spring 2016

Dear Friends and Colleagues,

Here in the middle of conference season, we're receiving wonderful feedback from our readers about the strength of our spring new title list. Enthusiastic reviews and a variety of book awards reinforce those opinions.

In education, we are delighted to introduce *Curriculum Studies Guidebooks* (Volumes 1 and 2). This 2-volume set is one of the most important academic works in curriculum studies published in the last 40 years. Written by Marla Morris, these books are the result of seven years of research and writing. While it sounds cliché, every education student and instructor will need to read them. Also in curriculum studies, we will introduce a powerhouse of a volume in *Curriculum: Decanonizing the Field*, edited by João M. Paraskeva and Shirley R. Steinberg.

We have also had excellent titles coming from our new Social Justice Across Contexts in Education series, edited by sj Miller and Leslie David Burns, as well as the redesigned Childhood Studies series, edited by Gaile Cannella.

Our Media and Communication program is equally strong this season. Marshall McLuhan has a strong presence through two new titles: *The Future of the Library: From Electric Media to Digital Media* by Robert K. Logan and Marshall McLuhan, and the second edition of *Understanding New Media: Extending Marshall McLuhan*,

also by Robert K. Logan. In this heated political season in many places around the world, readers should take note of *Communication and Political Crisis: Media, Politics and Governance in a Globalized Public Sphere* by Brian McNair.

Political activities are closely followed by the news media, so the media list includes two timely volumes: *The Future of 24-Hour News: New Directions, New Challenges* by Stephen Cushion and Richard Sambrook, as well as *News for a Mobile-First Consumer* by Paula Poindexter.

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 excellent acquisitions editors know about it. I am certain that you will find the publishing process to be a rewarding experience.

*Best wishes,*

*Chris Myers*

*Managing Director*

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## BLACK STUDIES

**Black Voices from Inside the Walls**

At the Intersection of Art and Social Justice

By Ella Turenne &amp; Keisha Green

PB | 978-1-4331-1267-6

HC | 978-1-4331-1268-3

Black Studies and Critical Thinking; 17

*Black Voices from Beyond the Walls: At the Intersection of Art and Social Justice* is the timely publication of critical thought and reflection about the arts in corrections programming and the editors' experiences engaging arts and activism with incarcerated people. The edited volume is a compilation of scholarly writings about arts, corrections and the Black experience, including work from practitioners and incarcerated people, illuminating the transformative power of the arts through the lens of incarceration.

In this volume, incarcerated and formerly incarcerated artists share the meaning of art in their lives and the role that prison arts programs played in their development as people and artists. *Black Voices Beyond the Wall* is divided into two parts. Part One contextualizes arts and corrections in the history of the Black arts movement and social justice. Part Two features the voices of incarcerated artists and the work of seven prison arts programs. Prison arts programming refers to art-based workshops, projects, and courses offered in prisons. The book includes a resource list of organizations across the country engaged in prison arts as well as images of artwork produced by incarcerated people. *Black Voices from Beyond the Walls* is a timely publication that offers a rare opportunity to offer insight to creativity and humanity for incarcerated people.

➔ Suitable for courses in social justice and arts education.

**Somalis in the New South**

African Immigrants, Politics and Race

By Dorian Brown Crosby

PB | 978-1-4331-3086-1

HC | 978-1-4331-3087-8

Black Studies and Critical Thinking; 33

Refugee resettlement is a polarizing topic in the United States. Resistance to receiving refugees is, therefore, a primary political issue for politicians, for state and local governments, and for neighborhoods. Receiving Somali refugees, in particular, generates fear among Americans due, in part, to media reports of acts of violence by extremists and pirates in Somalia. Because the United States is the top country of refugee resettlement, accepting refugees will remain an intense political issue. *Somalis in the New South: African Immigrants, Politics and Race* offers a balanced and insightful look at Somalis in the southern United States.

A thought-provoking book, it presents an essential and positive alternative to the familiar portrayal of Somalis in the U.S. as terrorists. It explains the U.S. resettlement process; the racial, religious, gender and socio-economic discrimination Somalis face as they resettle across the south; and the potential voting influence of Somalis on southern politics as more Somalis, especially the youth, gain citizenship. Using Clarkston, Georgia as a case study, this book examines the politics of humanitarianism.

➔ Suitable for courses in forced migration, international relations, ethnic/racial politics, Black studies, U.S. southern/regional politics, and global politics.

**Written in Her Own Voice**

Ethno-educational Autobiographies of Women in Education

Edited by Dolapo Adeniji-Neill &amp; Anne Mungai

PB | 978-1-4331-3252-0

HC | 978-1-4331-3253-7

Black Studies and Critical Thinking; 44

The authors of *Written in Her Own Voice* illuminate how gender and gender roles affect the advancement and educational

success and life aspirations of women. They provide thick and rich descriptions of their lives, using heuristic and phenomenological inquiry as guiding theoretical frameworks. These women write about how power relations within society continue to promote exclusion and marginalization across race, gender class and religious lines around the globe. They examine the influences of families, communities and societies in their educational and professional lives. This unique project has produced fascinating stories from real-life anecdotes, examining the role of families in developing the sense of self vis-à-vis others and the role of culture and community in the development of personhood. Diasporic experiences give voice to adaptations and changes that occur when two cultures (i.e. Western and native cultures) collide. The authors courageously narrate how they find their voices amidst the noises that threaten to drown them out.

➔ Suitable for courses in First Nations studies, women's studies, gender studies, nursing, and social work.

**The Revelations of Asher**

Toward Supreme Love in Self (This Is an Endarkened, Feminist, New Literacies Event)

By Jeanine M. Staples

PB | 978-1-4331-2199-9

HC | 978-1-4331-2200-2

Black Studies and Critical Thinking; 53

*The Revelations of Asher: Toward Supreme Love in Self* is an endarkened, feminist, new literacies event. It critically and creatively explores Black women's terror in love. With poetry, prose, and analytic memos, the author shows how a group of Black women's talk and writings about relationships revealed epistemological and ontological revelations after 9/11. These revelations are presented in the context of a third wave new literacies framework; they are voiced and storied dynamically by the women's seven fragmented selves. Through the selves, we learn the five ways the women lived as lovers: Main Chick, Side Chick, Bonnie, Bitch, and Victim. As an alternative-response to



these identities in love, the author introduces the Supreme Lover Identity and illuminates its integral connection to social and emotional justice for and through Black women's wisdom.

➔ Suitable for graduate and advanced undergraduate courses in ethnic, cultural, and gender studies, Black feminist thought, Endarkened feminist studies, Disruptive methodologies, New Literacy Studies, Women's, Gender, and Sexuality Studies, Popular Culture Studies, A/r/tography, Narrative Research, Alternatively activist work through qualitative research, and Social and Emotional Justice for women.

**Black Mask-ularity**

A Framework for Black Masculine Caring

Edited by Lisa Bass

PB | US\$ 40.95 £25.00 SFR38.00 €31.50  
€\*33.70 €\*\*34.70 | 978-1-4331-2654-3HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2655-0

Black Studies and Critical Thinking; 72

*Black Mask-ularity: A Framework for Black Masculine Caring* provides a collection of research, narratives, essays, and conceptual works to lay the foundation for an important framework: Black Masculine Caring (BMC). An understanding of this framework is central to educators as they seek to understand the teaching and leading styles of Black males, as well as to improve the educational experiences of Black male students.



This book is significant in that it builds upon feminist caring frameworks to take readers on a journey toward understanding the ethic of caring through a masculine lens. The authors explore the experiences of caring school leaders in their practice; the plight of Black male students who need care for proper identity development and their development as productive men; care for Black males with special needs; Black males as caring fathers; Black males as caring spiritual leaders; and Black males as caring institutional leaders.

➔ **Suitable for undergraduate and graduate levels classes in foundations of education, the sociology of education, ethics in educational leadership, teacher preparation courses, black studies courses, and any scholars who seek a deeper experience in their study of the ethics of caring.**

### Our World around the Corner How Youths Make Meaning of Place, Citizenship, and Belonging

By Jason R. Harshman

PB | 978-1-4331-2993-3

HC | 978-1-4331-2994-0

Black Studies and Critical Thinking; 81

The deterritorialization of cultures and interconnectedness of places that has occurred as a result of increased transnational migration and communication necessitates new ways of thinking about place, mobility, race, gender, and citizenship within education. Situated within the nascent, but increasingly important field of study on spatiality and citizenship, *Our World around the Corner* presents the critical perspectives that youths of color shared and developed as they described and reflected upon their experiences in the neighborhoods and public places they interact with away from home and school in Columbus, OH.

Based on site visits, photographs, and interviews conducted with 15 teenagers in homes, parks, and markets, this volume presents vivid stories of how youths negotiate identity, agency, and belonging in a thirdspace. In addition to the significance of race, gender, and place within their conceptualization of citizenship,

how immigration and economic development have transformed neighborhoods, and the resulting cross-cultural learning experiences afforded to students as a result of these changes, are explored. This book will inform the work of educators and teacher educators, as well as researchers interested in the relationship between urban geography, youth culture, and education.

➔ **Suitable for upper level and graduate courses in teaching and learning, multicultural education, equity and diversity, urban education and social education.**

### The Problematic Tyler Perry

Edited by Brian C. Johnson

PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70  
€\*34.70 | 258 pp | 978-1-4331-3018-2

HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-3019-9

Black Studies and Critical Thinking; 83

For the past decade or more, few Hollywood stars have experienced a more meteoric rise than Tyler Perry. As much as he is lauded by fans, Perry is panned by cultural critics who reject his work as overtly preachy and rife with racially stereotypical characterizations and controversial themes. This book explores the vast chasm between his fans' adoration and the critical reception of his work: while some argue that Perry's brand of "blackness" is little more than buffoonery, others claim he offers representations that are missing in entertainment choic-



es, especially among niche audiences. He is applauded by some for offering films and television shows that are "good entertainment," while others label his work trashy. He can be seen either as an oracle whose morality plays provide a gospel message of family healing, or as an actor with a misaligned worldview. This book asks: what are we to do with the "problem" of Tyler Perry?

➔ **Suitable for courses in film studies, African American film studies, popular culture and cultural studies.**

### LATINO/A STUDIES

#### Processing Challenges Latinos/as Encounter with the LIBRE Model

Listen-Identify-Brainstorm-Reality-test-Encourage

By Norma Guerra

PB | 978-1-4331-3309-1

HC | 978-1-4331-3310-7

Critical Studies of Latino/as in the Americas; 10

Written for educators and professionals, this text examines the cultural challenges Latinos/as encounter as they move from one social setting to the next. Problem solving is presented as a skill, strategy and protective factor in the development of resiliency and self-efficacy. This solution-oriented approach facilitates Latino/a personal and professional development in processing the unexpected. The book introduces the LIBRE Model problem solving activity as the tool to negotiate positive change by: 1) affirming cultural competency, 2) supporting self-regulated decision making, 3) monitoring self-engagement styles, and 4) developing resiliency toward smoother transitions. The goal is to provide the reader with partnering tools that will empower Latino/a engagement, personal management and active self-agency in managing decisions, challenges and choices.

➔ **Suitable for undergraduate and graduate anthropological courses addressing Latino/a culture, social & behavioral science courses in language,**

**culture, and society, as well as undergraduate teacher preparation courses focusing on diversity.**

### DIVERSITY

#### Tomboys and Other Gender Heroes Confessions from the Classroom

By Karleen Pendleton Jiménez

PB | US\$ 40.95 £25.00 SFR38.00 €31.50  
€\*33.70 €\*\*34.70 | 978-1-4331-2694-9

HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2695-6

Gender and Sexualities in Education; 7

Have you ever been told that you're too girlish or too boyish? We are all potential targets of the gender police, more so some of us than others. And how did you respond? Did you hide or change or rebel or hurt or gleefully celebrate your style? *Tomboys and Other Gender Heroes* is a study that brings together gender stories from approximately 600 children and youth. Set in both urban and rural contexts, these young people show how their schools and communities respond to their bodies, passions, and imaginations. As one 13-year-old student expresses, "My flowered jeans make me feel happy because they represent the sort of feminine side to me and at the same time show my masculine side. They also make me feel like I'm a part of a large force that stands up to bullying and criticism, to express themselves and to show the world that our lives have meaning." The student writings are framed by teaching strategies and gender theory, featuring themes of sports, film, media, landscape, joyfulness, and gender creativity. The research will be of great interest to university students in the fields of. This book is ideal for teachers, professors, parents, and community members who hope to create accepting environments for gender diversity.

➔ **Suitable for courses in education, gender, sexuality and women's studies, sociology, social work, psychology, counselling, and child development.**

**What Does it Mean to be White?**

Developing White Racial Literacy— Revised edition

By Robin DiAngelo

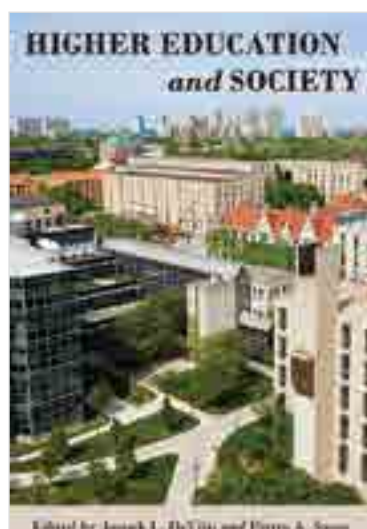
PB | 978-1-4331-3110-3

Counterpoints: Studies in the Postmodern Theory of Education; 497

What does it mean to be white in a society that proclaims race meaningless, yet is deeply divided by race? In the face of pervasive racial inequality and segregation, most white people cannot answer that question. In the second edition of this seminal text, Dr. DiAngelo reveals the factors that make this question so difficult: mis-education about what racism is; ideologies such as individualism and colorblindness; segregation; and the belief that to be complicit in racism is to be an immoral person. These factors contribute to what she terms white racial illiteracy. Speaking as a white person to other white people, DiAngelo clearly and compellingly takes readers through an analysis of white socialization. Weaving research, analysis, stories, images, and familiar examples, she provides the framework needed to develop white racial literacy. She describes how race shapes the lives of white people, explains what makes racism so hard to see, identifies common white racial patterns, and speaks back to popular narratives that work to deny racism. Written as an accessible overview on white identity from an anti-racist framework, *What Does It Mean to Be White?* is an invaluable resource for members of diversity and anti-racism programs and study groups, and students of sociology, psychology, education, and other disciplines. Now, the revised edition features two new chapters, including one on Dr. DiAngelo's influential concept of white fragility. Written to be accessible both within and without academia, this revised edition also features discussion questions, an index and glossary.

➔ **Suitable for courses in social justice, sociology, psychology, cultural studies, diversity, and multicultural education.**

**HIGHER EDUCATION**



**Higher Education and Society**

Edited by Joseph L. DeVitis & Pietro A. Sasso

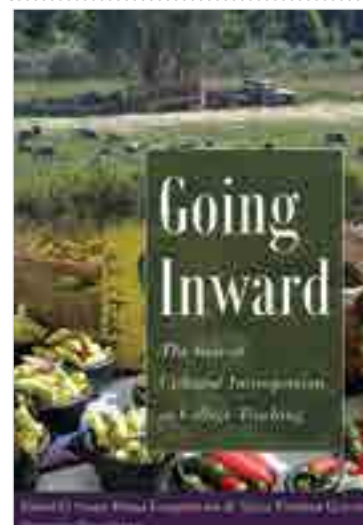
PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*\*33.70  
€\*\*34.70 | 318 pp | 978-1-4331-2870-7

HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2871-4

Higher education and society are becoming increasingly intertwined. Both act as a transmitter of culture, yet many colleges and universities also ideally seek to create a more perfectible society and more enlightened, engaged citizens. When the connections between social structures and post-secondary education are closely entangled, the university's aims can take on a contentious struggle for identity in a vexing web of competing external interests—especially in light of scarce economic resources, corporate pressures, technological questions, and globalizing trends. *Higher Education and Society* weighs the urgent question of how society and higher education influence each other. How the latter responds to that unsettled issue may well determine whether colleges and universities chart a more self-reflective path or one of rising deference to societal contingencies. This book is essential for all those who study and work in today's colleges—and for all those who seek a better education for their children, the nation, and the world. It is especially recommended for courses in higher education and society, contemporary issues in

higher education, the philosophy of higher education, academic issues in higher education, leadership in higher education, and globalization and higher education. The book is also useful for the preparation of faculty development programs in colleges and universities.

➔ **Suitable for courses in organization and administration of higher education, diversity in higher education/student affairs, foundations of higher education, internship in higher education administration, practicum in higher education administration, higher education in society, contemporary issues in higher education, and academic issues in higher education.**



**Going Inward**

The Role of Cultural Introspection in College Teaching

Edited by Susan Diana Longerbeam & Alicia Fedelina Chávez

PB | 978-1-4331-3103-5

HC | 978-1-4331-3104-2

Higher Ed: Questions about the Purpose(s) of Colleges and Universities; 25

*Going Inward: The Role of Cultural Introspection in College Teaching* is a pragmatic text for faculty in all disciplines with a desire to deepen their reflection on teaching. Learning through the culturally introspective writings of faculty in a variety of academic disciplines, readers will gain a deeper understanding of faculty cultural influences on college teaching and student learning.

This book introduces readers to cultural self-reflection as a powerful tool for insight into how our values and beliefs from our cultural and familial upbringing influence our teaching practice. Cultural self-reflection is a process for generating insights and empathy toward serving students from similar and different cultures and backgrounds from one's own. It offers pragmatic ways to reflect deeply on both early learning experiences and current teaching practices toward more effective and fulfilling college teaching. It will interest centers for teaching excellence, provosts, deans, graduate teaching assistants, and scholars of teaching and learning. *Going Inward* fills a void in the literatures on college teaching, student learning, and faculty development. The integrated design of the three book parts—cultural introspection; faculty culture and teaching autobiographies; and developing a culturally introspective practice, makes this book helpful to teaching faculty and academic administrators.

➔ **Suitable for courses in college teaching, faculty development, adult learning, and higher education.**

**Heightened Performative Autoethnography**

Resisting Oppressive Spaces within Paradigms

By William M. Sughrua

PB | 978-1-4331-3292-6

HC | 978-1-4331-3293-3

Higher Ed: Questions about the Purpose(s) of Colleges and Universities; 26

This book argues for, and actually carries out, what the author proposes as "heightened performative autoethnography" (HPA). The common theme throughout the volume involves resisting oppressive and hegemonic spaces within paradigms and hence seeking epistemological liberation. The body of the text methodologically and conceptually situate this newly proposed variant of autoethnography, while contextualizing and justifying its "performed" or "enacted" theme involving resistance against the oppressiveness of paradigms. It concludes with an analysis and commentary, demonstrating the manner in which this particular theme as well as HPA as a research and writing repertoire are able to



meaningfully respond to the eighth moment of contemporary qualitative research, which calls for a critical and social justice agenda directed at empowerment, equity, liberation and related issues.

➔ **Suitable for upper-level undergraduate classes and graduate courses within the social sciences, humanities, and education, for courses on critical theory, contemporary research methodology, performative studies, narrative writing, and related subjects.**

### RIP Jim Crow

Fighting Racism through Higher Education Policy, Curriculum, and Cultural Interventions

Edited by Virginia Stead

PB | 978-1-4331-3068-7

HC | 978-1-4331-3069-4

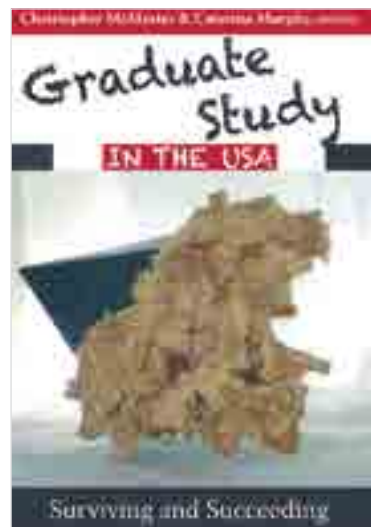
Equity in Higher Education Theory, Policy, & Praxis; 6

Together we can build enough momentum to see Jim Crow lay silent and still in his grave. This book is intended to give voice to the need to respond to the sickening accumulation of so many racially inspired and systemically sanctioned deaths. Today, we remember the passing of the young and Black Michael Brown in Ferguson, MO. In responding to this event, we are working to disintegrate the social alexithymia that is so pervasive within cultures that are indifferent to the suffering of others. In this case, the group desensitization is caused by racism, a vestige of colonial thinking that persists behind an illusion of democracy. RIP Jim Crow is organized into three sections: (1) Antiracist Theory and Policy; (2) Antiracist Administration, Curriculum, and Pedagogy; and (3) Antiracist Cultural Interventions.

Hopefully, this book will help to contribute to the normalization of antiracist policy within academic institutions and antiracist discourse within academic cultures as well as create a climate in which challenging racist institutional praxis and speaking out against public instantiations of racist thought or activity become commonplace. This volume may also facilitate the transfer of antiracist values into organizational praxis at local, regional, national,

and international levels through academic relationships with community partners.

➔ **Suitable for courses in social justice, higher education, cultural studies, educational policy and reform, and educational praxis.**



### Graduate Study in the USA Surviving and Succeeding

Edited by Christopher McMaster  
& Caterina Murphy

PB | US\$ 40.95 €25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 212 pp | 978-1-4331-2989-6

HC | US\$ 159.95 €98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2990-2

The premise of this book is simple: if the chapter writers could go back in time and talk with themselves when they began their studies, what advice would they give? Isn't hindsight a bonus? Each chapter offers this hindsight. The chapters are not personal stories, but useful lessons learned through experience. These lessons are offered to aspiring and current graduate students to help their studies be successful. Chapters contain contributions from a range of academics and academic-practitioners, from those getting established in their careers to those that are more novice and emergent. Contributors include scholars from many universities throughout the United States, and they cover essential aspects of graduate study, such as writing and publishing, relationships with supervisors, utilizing rejection and critique, and becoming a researcher. Contributors write of studying

for higher degrees and coping with family, illness, disability, and distance. Culture is bridged between Hispanic scholars and their colleagues in mainstream academia, and international students offer advice to those wanting to study at an American university. This book provides indispensable advice that every graduate student can utilize and follows on from the initial, successful publication of *Postgraduate Study in Aotearoa New Zealand: Surviving and Succeeding* (2014).

The US edition is part of an international 'survive and succeed' series also being produced in Australia, the UK, and South Africa.

➔ **Suitable for courses in essential aspects of graduate study, such as writing and publishing, relationships with supervisors, utilizing rejection and critique, and becoming a researcher.**

### Teaching College Students How to Solve Real-Life Moral Dilemmas An Ethical Compass for Quarterlifers

By Robert J. Nash & Jennifer J.J. Jang

PB | US\$ 40.95 €25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 212 pp | 978-1-4331-3152-3

HC | US\$ 159.95 €98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-3153-0

Critical Education and Ethics; 8

*Teaching College Students How to Solve Real-Life Moral Dilemmas* will speak to the sometimes confounding, real-life, moral challenges that quarterlife students actually face each and every day of their lives. It will spell out an original, all-inclusive approach to thinking about, and applying, ethical problem-solving that takes into consideration people's acts, intentions, circumstances, principles, background beliefs, religio-spiritualities, consequences, virtues and vices, narratives, communities, and the relevant institutional and political structures. This approach doesn't tell students exactly what to do as much as it evokes important information in order to help them think more deeply and expansively about ethical issues in order to resolve actual ethical dilemmas. There is no text like it on the market today. *Teaching College Students How to Solve Real-Life Moral Dilemmas* can be used in a variety of ethics courses.

➔ **Suitable for undergraduate and graduate ethics courses in all professional schools, and in arts and science courses. It can be used by students at all levels of higher education—first-year undergraduates to doctoral classes.**

## FOUNDATIONS

### Empire and Education in Africa

The Shaping of a Comparative Perspective

Edited by Peter Kallaway & Rebecca Swartz

PB | 978-1-4331-3347-3

HC | 978-1-4331-3348-0

History of Schools and Schooling; 60

*Empire and Education in Africa* brings together a rich body of scholarship on the history of education in colonial Africa, providing 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 societies' 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.

➔ **Suitable for courses in the history of education, cultural studies, international education, and gender studies.**



# The Social Foundations Reader

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

Edited by Eleanor J. Blair & Yolanda Medina

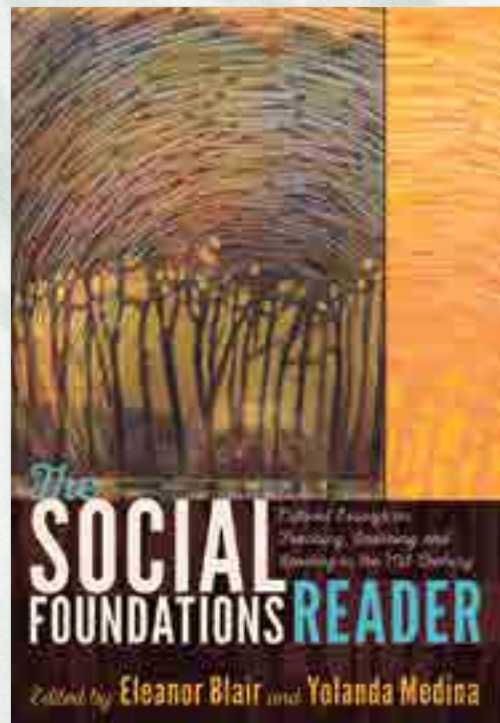
PB | US\$55.95 £34.00 SFR52.00 €43.03 €\*46.00  
€\*\*47.30 | 380 pp | 978-1-4331-2941-4

HC | US\$199.95 £123.00 SFR185.00 €153.80  
€\*164.60 €\*\*169.20 | 978-1-4331-2942-1

*The Social Foundations Reader* is meant for undergraduate and graduate students in introductory foundations of education classes. No other contemporary reader provides such a broad and yet critical view of the issues typically addressed in an introductory foundations course. Instead, most provide a generic and typically conservative perspective on schools and classrooms and do little to encourage students to consider the important roles of critical theory and social justice in the creation of school environments that are responsive to issues of equity and diversity. This book provides a

different lens through which students can view what happens in twenty-first-century schools while also considering the perspectives of multiple constituencies: parents, teachers, students and communities. The reader of this text is exposed to a wide range of scholarship in the foundations of education; essays range from the more traditional work of John Dewey to the controversial ideas of Henry Giroux. Contested topics associated with teaching, learning and leading in contemporary public schools are considered within a context where grappling with the answers to fundamental questions that will ultimately guide meaningful school reform is an essential part of becoming an educator. Each of the five sections in the book is accompanied by an introduction and summary/reflection questions to both guide reading and challenge students to think critically about how to synthesize and apply the ideas being presented.

➔ Suitable for courses in Teacher Leadership in a Diverse Society, Introduction to Educational, Social and Philosophical Foundations. Graduate and Undergraduate introductory foundations of education classes.



## Table of Contents

Foreword: Critical Social Foundations in the Corporate Academy | *William M. Reynolds*

Introduction | *Eleanor J. Blair and Yolanda Medina*

### Section I: A Foundation for 21st Century Schools

Introduction | *Eleanor J. Blair*

1. A Pedagogy of Hopelessness: Fear and Loathing in 21st Century American Schools | *Eleanor J. Blair*
2. My Pedagogic Creed | *John Dewey*
3. Finding Hope Among the Hopeless | *Pedro A. Noguera*
4. What I Learned About School Reform | *Diane Ravitch*
5. Disability Justifies Exclusion of Minority Students: A Critical History: Grounded in Disability Studies | *D. Kim Reid and Michelle G. Knight*
6. Equality of Educational Opportunity: Race, Gender, and Special Needs | *Joel Spring*

Reflection Questions

### Section II: Social Justice and Critical Theory in the Schoolhouse

Introduction | *Eleanor J. Blair*

7. Transforming Educational Leadership Without Social Justice?: Looking at Critical Pedagogy as More Than a Critique, and a Way Toward "Democracy" | *Paul R. Carr*
8. Race and Pedagogy | *Aaron David Gresson III*
9. Critical Pedagogy: In Action | *Joe L. Kincheloe*
10. Art Education Programs: Empowering Social Change | *Yolanda Medina*

11. The Invisibility of Oppression | *Ozlem Sensay and Robin DiAngelo*

Reflection Questions

### Section III: Teaching, Learning and Leading Against the Grain

Introduction | *Yolanda Medina*

12. Teaching Is Leading | *Michelle Collay*
13. Going Against the Grain | *Mary Cowhey*
14. Teaching from the Test: Using High-Stakes Assessments to Enhance Student Learning | *Julie A. Gorlewski*
15. "Too Young for the Marches but I Remember These Drums": Recommended Pedagogies for Hip-Hop-Based Education and Youth Studies | *Bettina L. Love*
16. The Issue of identity | *Yolanda Medina*
17. The Story of Cesar Chavez High School: One Small School's Struggle for Biliteracy | *Sandra Lilana Pucci and Gregory J. Cramer*

Reflection Questions

### Section IV: Teachers in 21st Century Schools

Introduction | *Yolanda Medina*

18. Warm Demanders: The Importance of Teachers in the Lives of Children of Poverty | *Lisa Delpit*
19. In Defense of Public School Teachers in a Time of Crisis | *Henry A. Giroux*
20. Starting Points: Assumptions and Alternatives | *Patricia H. Hinchey*

21. But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy | *Gloria Ladson-Billings*

22. Wrong Answer to the Wrong Question: Why We Need Critical Teacher Education, Not Standardization | *Barbara Madeloni and Julie A. Gorlewski*

Reflection Questions

### Section V: "Shift Happens": Contemporary Issues of Equity and Diversity

Introduction | *Yolanda Medina*

23. Community | *Angela Anselmo and Alma Rubal-Lopez*
24. "What I know about Spanish is that I don't talk it much": Bilingual Fifth-Grade Students: Perceptions of Bilingualism | *Sandra A. Butvilofsky*
25. A Distinctly Un-American Idea: An Education Appropriate to Their Station | *Patrick J. Finn*
26. Enabling or Disabling? Observations on Changes in Special Education | *James M. Kauffman, Kathleen McGee, and Michele Brigham*
27. Selling Out: Parenting, the Realities of Urban Education, and the Hidden Curriculum in Schools | *Cara Kronen*
28. What Matthew Shepard Would Tell Us: Gay and Lesbian Issues in Education | *Doug Risner*

Reflection Questions



# “Schools of Tomorrow,” Schools of Today— Second Edition

Progressive Education in the 21st Century

By Susan F. Semel, Alan R. Sadovnik & Ryan W. Coughlan

PB | US\$ 48.95 £30.00 SFR45.00 €37.30 €\*39.95

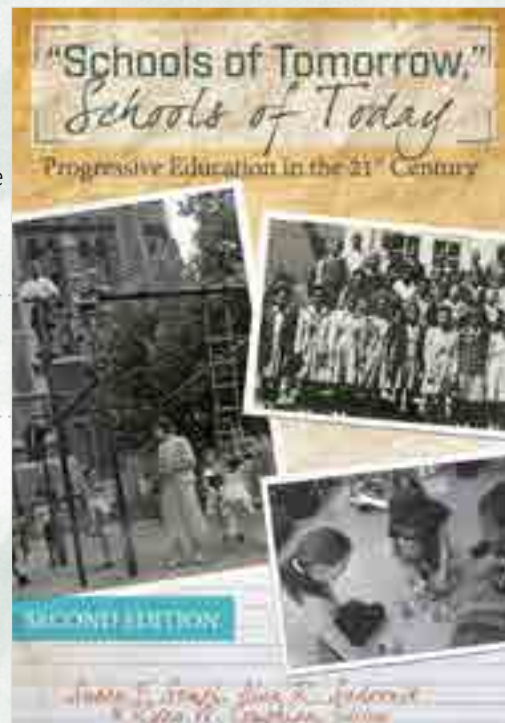
€\*\*41.00 | 436 pp | 978-1-4331-1266-9

History of Schools and Schooling; 8

The second edition of *“Schools of Tomorrow,” Schools of Today: Progressive Education in the 21st Century* documents a new collection of child-centered progressive schools founded in the first half of the twentieth century and provides histories of some contemporary examples of progressive practices. Part I discusses six progressive schools founded in the first part of the twentieth century (City and Country; Dalton; the Weekday School at Riverside Church; The Laboratory School at the Institute of Child Study; Alabama State Teachers

College Laboratory High School; and Highlander), tracing them from their beginnings. Part II examines four more contemporary schools (Central Park East 1; Central Park East Secondary; Learning Community Charter School; and KIPP TEAM Academy), showing how progressive practices gained momentum from the 1960s onward. As a volume in the History of Schools and Schooling series, this book seeks to look to the past for what it can teach us today.

➔ **Suitable for courses in the history of education, progressive education, and educational policy and reform.**



## Table of Contents

1. Introduction 1 | *Susan F. Semel, Alan R. Sadovnik, and Ryan W. Coughlan*

### Part I – “Schools of Tomorrow”

2. The City and Country School: A Progressive Paradigm | *Susan F. Semel*
3. The Dalton School: The Transformation of a Progressive School | *Susan F. Semel*
4. The Weekday School at Riverside Church: Progressive Education in a Religious Institution | *Amita Gupta*
5. The Laboratory School at the Institute of Child Study: Child Study as Progressive Education in Ontario | *Theodore M. Christou and Panayiotis Tryphonopoulos*
6. “A Laboratory of Learning”: Alabama State Teachers College Laboratory High School | *Sharon G. Pierson*
7. “The Answers Come from the People”: Education for Democracy at Highlander Folk School | *Laura M. Westhoff*

### Part II – Schools of Today

8. Central Park East (CPE 1): An Experiment in Public Progressive Education | *Bruce Kanze*
9. Enter the Alternative School: The Life of Central Park East Secondary School | *Alia R. Tyner-Mullings*
10. The Learning Community Charter School: The Founding and Evolution of a Progressive Charter School | *Elizabeth S. Brown*
11. A Look into KIPP (Knowledge Is Power Program): Culture through the Prism of Progressive Schools | *Andrew R. Ratner and Ali Nagle*
12. Progressive Education: Lessons from the Past and Present | *Susan F. Semel, Alan R. Sadovnik and Ryan W. Coughlan*

Index



## Popular Educational Classics

A Reader

Edited by Joseph L. DeVitis

PB | US\$54.95 £34.00 SFR51.00 €42.00 €\*44.95

€\*\*46.20 | 430pp | 978-1-4331-2833-2

HC | US\$199.95 £123.00 SFR185.00 €153.80

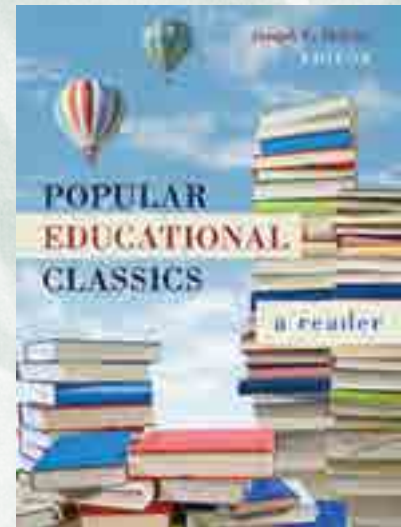
€\*164.60 €\*\*169.20 | 978-1-4331-2834-9

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

popular books that have made a difference in educational discourse.

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

➔ **Suitable for courses in social foundations of education, school reform, educational policy studies, philosophy of education, history of education, politics of education, curriculum studies, and teacher education.**



## Table of Contents

### Part One: The 1960s

One: Jerome S. Bruner, *The Process of Education* (1960) | *Timothy Glander*

Two: Raymond Callahan, *Education and the Cult of Efficiency: A Study of the Social Forces That Have Shaped the Administration of the Public Schools* (1962) | *Gary K. Clabaugh*

Three: Paul Goodman, *Compulsory Mis-education* (1962) and *The Community of Scholars* (1964) | *David Hursh*

Four: Herbert Kohl, *36 Children* (1967) | *Barbara J. Thayer-Bacon*

Five: Paulo Freire, *Pedagogy of the Oppressed* (1969) | *Roberto H. Bahruth and Donaldo Macedo*

Six: Neil Postman and Charles Weingartner, *Teaching as a Subversive Activity* (1969) | *Richard Ognibene*

### Part Two: The 1970s

Seven: Charles E. Silberman, *Crisis in the Classroom: The Remaking of American Education* (1970) | *William M. Reynolds*

Eight: Ivan Illich, *Deschooling Society* (1971) | *David Gabbard*

Nine: Dan Lortie, *Schoolteacher: A Sociological Study* (1975) | *Jean Ann Foley and Joseph C. Wegwert*

Ten: Samuel Bowles and Herbert Gintis, *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life* (1976) | *James M. Giarelli*

Eleven: Michael W. Apple, *Ideology and Curriculum* (1979) | *Steven P. Camicia and Barry M. Franklin*

### Part Three: The 1980s

Twelve: Mortimer J. Adler, *The Paideia Proposal: An Educational Manifesto* (1982) | *Joseph Watras*

Thirteen: *High School: A Report on Secondary Education in America* by Ernest L. Boyer (1983) | *John A. Beineke*

Fourteen: John Goodlad, *A Place Called School: Prospects for the Future* (1984) | *Jessica A. Heybach*

Fifteen: Theodore R.Sizer, *Horace's Compromise: The Dilemma of the American High School* (1984) | *Brett Elizabeth Blake and Robert W. Blake, Jr.*

Sixteen: Jeannie Oakes, *Keeping Track: How Schools Structure Inequality* (1985) | *Susan Schramm-Pate and Kenneth Vogler*

Seventeen: E.D. Hirsch, Jr., *Cultural Literacy: What Every American Needs to Know* (1987) | *Emily Nemeth and Karen Graves*

Eighteen: Maxine Greene, *The Dialectic of Freedom* (1988) | *Wendy Kohli*

Nineteen: Peter McLaren, *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education* (1988) | *E. Wayne Ross*

### Part Four: The 1990s

Twenty: John E. Chubb and Terry M. Moe, *Politics, Markets, and America's Schools* (1990) | *John F. Covalleskie*

Twenty One: Jonathan Kozol, *Savage Inequalities: Children in America's Schools* (1991) | *Sue Books*

Twenty Two: Michelle Fine, *Framing Dropouts: Notes on the Politics of an Urban Public High School* (1991) | *Melissa M. Jones*

Twenty Three: Nel Noddings, *The Challenge to Care in Schools: An Alternative Approach to Education* (1992) | *Lynda Stone*

Twenty Four: Jane Roland Martin, *The Schoolhome: Rethinking Schools for Changing Families* (1992) | *D.G. Mulcahy*

Twenty Five: Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers of African American Children* (1994) | *J.B. Mayo, Jr.*

Twenty Six: Lisa Delpit, *Other People's Children: Cultural Conflict in the Classroom* (1995) | *Kal Alston*

Twenty Seven: David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools* (1995) | *Mark Garrison*

Twenty Eight: David Tyack and Larry Cuban, *Tinkering Toward Utopia: A Century of Public School Reform* (1995) | *John L. Rury*

Twenty Nine: Jean Anyon, *Ghetto Schooling: A Political Economy of Urban Educational Reform* (1997) | *Aaron M. Kuntz*

Thirty: Alfie Kohn, *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and "Tougher Standards"* (1999) | *Tian Yu*

### Part Five: The 2000s

Thirty One: C.A. Bowers, *Educating for Eco-Justice and Community* (2001) | *Michael P. Mueller*

Thirty Two: John Ogbu, *Black American Students in an Affluent Suburb: A Study of Academic Disengagement* (2003) | *Jan Armstrong and Tryphenia B. Peele-Eady*

Thirty Three: Richard Rothstein, *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap* (2004) | *Leslie S. Kaplan and William A. Owings*

Thirty Four: Linda Darling-Hammond, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (2010) | *John Smyth*

Thirty Five: Henry A. Giroux, *Youth in a Suspect Society: Democracy or Disposability?* (2010) | *Sheila L. Macrine*

Thirty Six: David F. Labaree, *Someone Has to Fail: The Zero-Sum Game of Public Schooling* (2010) | *Wayne J. Urban*

Thirty Seven: Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education* (2010) and *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools* (2013) | *Marcia Peck*

Thirty Eight: Yong Zhao, *World Class Learners: Educating Creative and Entrepreneurial Students* (2012) | *Alison LaGarry and George W. Noblit*

Thirty Nine: David L. Kirp, *Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America's Schools* (2013) | *Linda Irwin-DeVitis*



## Pedagogy of Insurrection

From Resurrection to Revolution

By Peter McLaren

PB | US\$42.95 £26.00 SFR40.00 €33.00 €\*35.30 €\*\*36.30 | 496 pp | 978-1-4331-2896-7

HC | US\$169.95 £105.00 SFR157.00 €130.70 €\*139.80 €\*\*143.80 | 978-1-4331-2897-4

Education and Struggle: Narrative, Dialogue and the Political Production of Meaning; 6

Growing up in his native Canada in the 1960s, Peter McLaren fed his imagination with the works of William Blake, John Milton, William Shakespeare, the poetry of Dylan Thomas and writers associated with the Harlem Renaissance such as James Baldwin and W.E. B. Du Bois. Later he became influenced by the Black Power Movement, the beat poets, Latin American liberation theology, the writing of Marx and the art and music of the counterculture. McLaren converted to Roman Catholicism when he was twenty-five. Twelve years later he would meet his most important mentor, Paulo Freire. Now, approaching his seventies, McLaren summons his reflections on the revolutionary teachings of Jesus of Nazareth to illuminate his most recent contribution to critical pedagogy, of which he is considered one of the world's major architects. In *Pedagogy of Insurrection*, McLaren wields his pen like a Scottish broadsword to do battle against all that would negate our humanity and prevent us from loving and living in peaceful co-existence with others. Known for his beautiful yet jarring imagery, McLaren adopts in his most recent book an apocalyptic tone redolent of the Biblical prophet, a tone that is assured to provoke both anger and hope. With words that flame, he summons political figures that most often have been crucified by the U.S. mass media—Che Guevara, Fidel Castro, Hugo Chavez—to shed light on the struggle against what McLaren perceives as the ravages of transnational capitalism. The final chapter, where McLaren irreverently imagines what Jesus and John the Baptist might have to say in response to the current state of our personal, political and ecological politics, takes readers on a voyage where few educators would dare to venture and reveals, perhaps more than in any of his previous works, why McLaren's iconic status as one of the world's leading educators is so well deserved. Here McLaren conscripts his apocalyptic imagery, knowledge of teaching and engagement with liberation theology to bring into focus a new pedagogical dispensation, one that challenges readers to confront the too often hidden history of genocide and persecution of the Other spawned by U.S. foreign and domestic policies. McLaren argues that there is an alternative and this can be created through a pedagogy of love and justice bequeathed to us by the crucified and resurrected Christ.

Peter McLaren, named Outstanding Educator in America by the Association of Educators of Latin America and the Caribbean in 2013 and winner of numerous awards for his scholarship and international political activism, has penned another classic work with *Pedagogy of Insurrection*. One of the educators that Ana Maria (Nita) Araújo Freire credits as an architect of what has come to be known worldwide as critical pedagogy, and who Paulo Freire named his 'intellectual cousin,' McLaren has consistently produced iconoclastic work that has been heralded by educators worldwide as among some of the most significant commentary on the state of education. He is Honorary President of the Instituto McLaren de Pedagogía Crítica y Educación Popular in Ensenada, México, and Honorary Director of the Center for Critical Pedagogy Research at Northeast Normal University in China.

➔ **Suitable for courses in critical pedagogy, social justice, diversity and education, equity and education, youth culture, cultural studies, Liberation Theology, Marxism, and political science.**

*"With his encyclopedic mind and laser-like vision, his agile wit and acrobatic imagination, Peter McLaren once again draws his flaming red-hot pen as a sword against the banksters and their hedge-fund homies, the marketeers and their brother barbarians in the political class. McLaren illustrates in compelling cadences that imperialism is in decline and capitalism exhausted—its brief parenthesis in history is at an end. Another world is coming, but the outcome is far from certain: chaos or community, brutality or solidarity, barbarism or socialism. Here is a clarion call to love one another or die."*

—William Ayers, Author of *Fugitive Days*, *Public Enemy*, and *Teaching the Taboo*



### Table of Contents

Foreword by E. San Juan	Chapter 8. Seeds of Resistance: Towards a Revolutionary Critical Ecopedagogy
Preface by Michael Peters	Chapter 9. Radical Negativity: Music Education for Social Justice
Introduction: Out of the Rubble, Staking a Claim: An Introduction	Chapter 10. Deploying Guns to Expendable Communities: Bloodshed in Mexico, U.S. Imperialism and Transnational Capital—A Call for Revolutionary Critical Pedagogy
Chapter 1. Comrade Jesus	Pedagogy (With Lilia D. Monzó and Arturo Rodriguez)
Chapter 2. Comrade Freire	Chapter 11. Education as Class Warfare
Chapter 3. Comrade Chávez (With Mike Cole)	Chapter 12. Critical Rage Pedagogy: From Critical Catharsis to Self and Social Transformation
Chapter 4. Comrade Fidel, the French Canadian and a Literacy Campaign	Afterword by Lilia Monzó
Chapter 5. Comrade Che	Index
Chapter 6. Revolutionary Critical Pedagogy: A Conversation With Peter McLaren (With Sebastjan Leban)	
Chapter 7. Revolutionary Critical Pedagogy is Made by Walking in a World Where Many Worlds Coexist (With Petar Jandric ')	



**The Fat Pedagogy Reader**

Challenging Weight-Based  
Oppression Through  
Critical Education

Edited by Erin Cameron & Constance Russell

PB | US\$ 54.95 £34.00 SFR51.00 €42.00  
€\*44.95 €\*\*46.20 | pp | 978-1-4331-2567-6

HC | US\$ 189.95 £117.00 SFR176.00 €146.10  
€\*156.30 €\*\*160.70 | 978-1-4331-2568-3

Counterpoints: 467

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

There also is a small but growing literature examining weight-based oppression in educational settings in what has come to be called "fat pedagogy." The very first book of its kind, *The Fat Pedagogy Reader* brings together an international, interdisciplinary roster of respected authors who share heartfelt stories of oppression, privilege, resistance, and action; fascinating descriptions of empirical research; confessional tales of pedagogical (mis)adventures; and diverse accounts of educational interventions that show promise. Taken together, the authors illuminate both possibilities and pitfalls for fat pedagogy that will be of interest to scholars, educators, and social justice activists. Concluding with a fat pedagogy manifesto, the book lays a solid foundation for this important and exciting new field.

➔ **Suitable for courses in fat studies, critical weight studies, bodies and embodiment, fat pedagogy, feminist pedagogy, gender and education, critical pedagogy, social justice education, and diversity in education.**

**Table of Contents**

Preface | *Marilyn Wann*

Introduction | *Erin Cameron and Constance Russell*

**Part One: Storying Fat Pedagogy**

One: Picking the Bones | *Ellen S. Abell*

Two: Fat Invisibility, Fat Hate: Towards a Progressive Pedagogy of Size | *Tracy Royce*

Three: "How Can You Be Teaching This?": Tears, Fears, and Fat | *Victoria Kannen*

Four: Reflections on Thin Privilege and Responsibility | *Linda Bacon, Caitlin O'Reilly, and Lucy Aphramor*

**Part Two: Practicing Fat Pedagogies**

Five: Promise to Try: Combating Fat Oppression Through Pedagogy in Tertiary Education | *Cat Pausé*

Six: Teaching Fat Studies in a Liberal Arts College: The Centrality of Mindfulness, Deep Listening, and Empathic Interpretation as Pedagogic Methods | *Amy E. Farrell*

Seven: Weapons of Mass Distraction in Teaching Fat Studies: "But Aren't They Unhealthy? And Why Can't They Just Lose Weight?" | *Esther D. Rothblum*

Eight: Creating Space for a Critical Examination of Weight-Centered Approaches in Health Pedagogy and Health Professions | *Pamela Ward, Natalie Beausoleil, and Olga Heath*

Nine: The Enemy Within: Teaching "Hard Knowledges" About "Soft Bodies" in a Kinesiology Faculty | *Moss Norman and LeAnne Petherick*

Ten: "Obesity" Warriors in the Tertiary Classroom 01 | *Lisette Burrows*

**Part Three: Researching Fat Pedagogies**

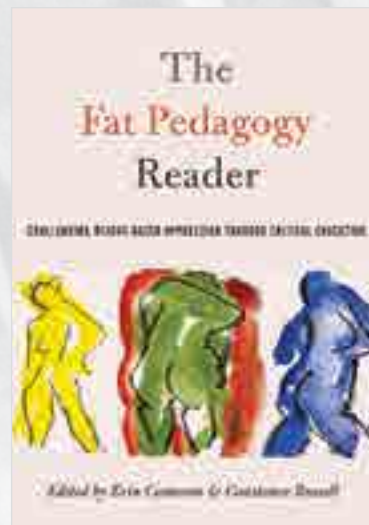
Eleven: Fat Bullying of Girls in Elementary and Secondary Schools: Implications for Teacher Education | *Hannah McNinch*

Twelve: Critical Pedagogical Strategies to Disrupt Weight Bias in Schools 23 | *Richard Pringle and Darren Powell*

Thirteen: Recognizing and Representing Bodies of Difference Through Art Education | *Lori Don Levan*

Fourteen: Moving Beyond Body Image: A Socio-Critical Approach to Teaching About Health and Body Size | *Jan Wright and Deana Leahy*

Fifteen: Promoting Physical Activity for All Shapes and Sizes | *Angela S.Alberga and Shelly Russell-Mayhew*



Sixteen: Inclusion of Fat Studies in a Difference, Power, and Discrimination Curriculum | *Patti Lou Watkins*

Seventeen: Learning to Teach Every Body: Exploring the Emergence of a Critical "Obesity" Pedagogy | *Erin Cameron*

Eighteen: An "Intervention" Into Public Health Interventions: Questioning the Weight-Based Paradigm | *Krishna Bhagat and Shannon Jette*

Nineteen: Mitigating Weight Stigma Through Health Professional Education | *Caitlin O'Reilly*

**Part Four: Expanding Fat Pedagogies**

Twenty: Fat Studies in the Field of Higher Education: Developing a Theoretical Framework and Its Implications for Research and Practice | *Heather Brown*

Twenty One: We Take "Cow" as a Compliment: Fattening Humane, Environmental, and Social Justice Education | *Constance Russell and Keri Semenko*

Twenty Two: A Tale of Three Classrooms: Fat Studies and Its Intellectual Allies | *Breanne Fahs*

Twenty Three: A Public Pedagogy Approach to Fat Pedagogy | *Emma Rich*

Twenty Four: Navigating Morality, Politics, and Reason: Towards Scientifically Literate and Intellectually Ethical Fat Pedagogies | *Michael Gard*

Conclusion: A Fat Pedagogy Manifesto | *Constance Russell and Erin Cameron*

Index

**Teaching with Disney**

Edited by Julie C. Garlen & Jennifer A. Sandlin

PB | 978-1-4331-2881-3

HC | 978-1-4331-2882-0

Counterpoints: Studies in the Postmodern Theory of Education; 477

*Teaching with Disney*, the first comprehensive volume on Disney as cultural pedagogy and classroom praxis, explores what it means to teach, learn, and live in a world where many familiar discourses are dominated by The Walt Disney Company. The book analyzes the ways in which the powerful messages of Disney shape the way we teach and learn. Featuring scholars from a wide range of educational contexts, including educational foundations, art education, higher education, K-12 contexts, adult education, media literacy, critical pedagogy, and curriculum studies, this book will be accessible and interesting to a global audience of educational researchers and practitioners as well as undergraduate and graduate students in educational foundations, curriculum and instruction, curriculum theory, critical media education, art education, sociology of education and related fields.

Discussion questions are provided for each chapter to help facilitate class discussions and assignments. This is an excellent assignment text for education classrooms.

➔ **Suitable for courses in undergraduate and graduate students in educational foundations, curriculum and instruction, curriculum theory, critical media education, art education, sociology of education and related fields.**

**Breakbeat Pedagogy**

Hip-Hop and Spoken Word  
Beyond The Classroom Walls

By Brian Mooney

PB | 978-1-4331-3324-4

HC | 978-1-4331-3325-1

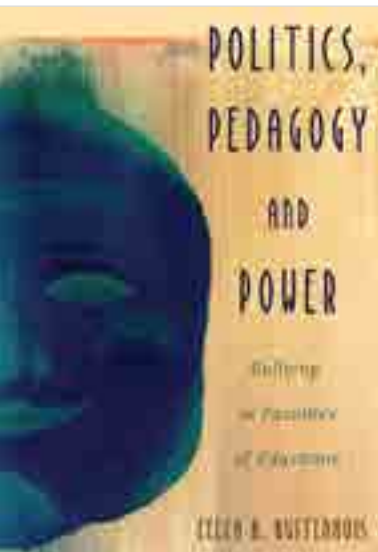
Counterpoints: Studies in the Postmodern Theory of Education; 512

*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.

➔ **Suitable for undergraduate and graduate level teacher-education courses with a focus on social justice, diversity, equity, and multiculturalism.**



**Politics, Pedagogy and Power**  
Bullying in Faculties of Education

By Eelco B. Buitenhuis  
PB | US\$40.95 | 198 pp | 978-1-4331-3296-4  
HC | US\$159.95 | 978-1-4331-3297-1  
Critical Qualitative Research; 25

*Politics, Pedagogy and Power: Bullying in Faculties of Education* is the result of research seeking to find explanations for bullying between faculty members in faculties of education around the world. The frank and devastating revelations of professors are shocking and painful, screaming for interrogation. Bullying in faculties of education is a strange phenomenon

because anti-bullying programs abound while the behavior occurs at a significant number of Faculties of Education. The author has found that factors in leadership and neoliberal politics cause this odd phenomenon. Other causes were found in the problematic position of education in the academic world. The underdog position academics in education find themselves in works both ways: notions of being of less importance than any other science are mirrored in feelings people working in education have about themselves. In this research a bricolage is executed, the methodology that intelligently joins research methods driven by the growing understanding of the problem of bullying between professors in education. This makes *Politics, Pedagogy and Power* a useful guide in methodology classes. This book is a perfect textbook for leadership programs in higher education, because it deals with good and bad leadership and issues of power.

➔ **Suitable for courses in higher education leadership, professional development, professional formation, methodology and ethics issues.**

**Philosophy & Critical Pedagogy**  
Insurrection & Commonwealth

By Charles Reitz  
PB | 978-1-4331-3362-6  
HC | 978-1-4331-3363-3  
Education and Struggle: Narrative, Dialogue and the Political Production of Meaning; 7

Critical pedagogy, political economics, and aesthetic theory combine with dialectical and materialist understandings of science, society, and revolutionary politics to develop the most radical goals of society and education. In *Philosophy & Critical Pedagogy: Insurrection & Commonwealth*, Marcuse's hitherto misunderstood and neglected philosophy of labor is reconsidered, resulting in a labor theory of ethics. This develops commonwealth criteria of judgment regarding the real and enduring economic and political possibilities that concretely encompass all of our engagement and action. Marcuse's newly discovered 1974 Paris Lectures are examined and the theories of Georg Lukács and Ernest Manheim contextualize the analysis to permit a critical assessment of the nature of dialectical methodology today.



Revolutionary strategy and a common-ground political program against intensifying inequalities of class, race, and gender comprise the book's commonwealth counter-offensive.

➔ **Suitable for courses in philosophy of education, critical pedagogy, and the politics of education.**

**Every Person is a Philosopher**  
Lessons in Educational Emancipation from the Radical Teaching Life of Hal Adams

Edited by William Ayers, Caroline Heller & Janise Hurtig  
PB | US\$ 39.95 £25.00 SFR37.00 €30.73 €\*32.90 €\*\*33.80 | 164 pp | 978-1-4331-2936-0  
HC | US\$ 149.95 £92.00 SFR139.00 €115.35 €\*123.40 €\*\*126.90 | 978-1-4331-2937-7

Teaching Contemporary Scholars; 10  
Hal Adams was a legendary radical educator who organized writing workshops with people who had been written off during much of their lives, marginalized for reasons of race, gender, class, and caste. Hal detested the carelessness and neglect his students endured and set about building spaces of respect and reparation. Fostering communities of local writers and publishing their work in journals of "ordinary thought," the work brought pride and dignity to the authors, carrying the wisdom of their narratives into and beyond their communities. In the traditions of Paulo Freire, Antonio Gramsci, and C.L.R. James, Hal based his approach



on the conviction that every person is a philosopher, artist, and storyteller, and that only the insights and imaginings of the oppressed can sow seeds of authentic social change. *Every Person Is a Philosopher* gathers essays by classroom and community educators deeply influenced by Hal's educational work and vision, and several essays by Hal Adams. They explore diverse ways this humanizing pedagogy can be applied in a wide range of contexts, and consider its potential to transform students and teachers alike.

➔ **Suitable for courses in educational foundations, multicultural education, urban studies, sociology of education, English education, social justice education, literacy education, socio-cultural contexts of teaching, adult education, cultural studies, schools and communities, and popular education.**

**"Covenant Keeper"**  
Derrick Bell's Enduring Education Legacy

Edited by Gloria Ladson-Billings & William Tate  
PB | 978-1-4331-3034-2  
HC | 978-1-4331-3035-9  
Social Justice Across Contexts in Education; 3

## The New Defining Volumes in Curriculum Studies!

**Curriculum Studies Guidebooks, Volume 1**

Concepts and Theoretical Frameworks

By Marla Morris

PB | US\$ 49.95 €31.00 SFR47.00 €38.42 €\*41.10  
€\*\*42.30 | 468 pp | 978-1-4331-3125-7HC | US\$ 199.95 €123.00 SFR185.00 €153.80  
€\*164.60 €\*\*169.20 | 978-1-4331-3126-4Counterpoints: Studies in the Postmodern  
Theory of Education; 498

*Curriculum Studies Guidebooks* treat the (Post)reconceptualization of curriculum studies. The huge corpus of literature reviewed in this volume reflect current issues and discussions dealing with education. This volume is about the intersections among curriculum studies, history, politics, multiculturalism, gender studies and literary studies. These theoretical frameworks will provide students in the field of education with the tools that they need to theorize around the concept of curriculum. This is an interdisciplinary book and might be of interest to students outside the field of education as well who are studying history, politics, multiculturalism, gender and literary studies.

➔ Suitable for courses in curriculum studies, social foundations of education, philosophy of education, critical and contemporary issues in education, the history of American curriculum, the history of American education, and narrative inquiry in education. Outside the field of education, this book might be of interest to students in courses on women's and gender studies, courses in political science, multicultural courses, and courses in literary criticism.

**Table of Contents**

Chapter 1: Introduction  
Chapter 2: Historical curriculum concepts, Part 1  
Chapter 3: Historical curriculum concepts, Part 2  
Chapter 4: Historical curriculum concepts, Part 3  
Chapter 5: Political curriculum concepts  
Chapter 6: Multicultural studies curriculum concepts  
Chapter 7: Gender curriculum concepts  
Chapter 8: Literary curriculum concepts

**Curriculum Studies Guidebooks, Volume 2**

Concepts and Theoretical Frameworks

By Marla Morris

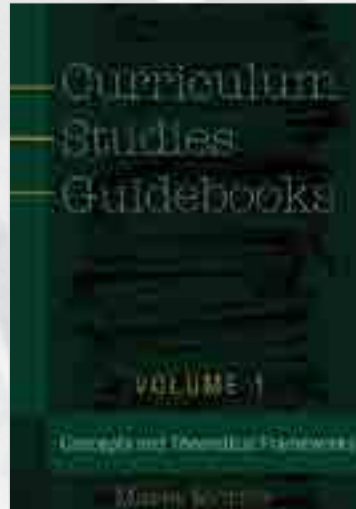
PB | US\$ 49.95 €31.00 SFR47.00 €38.42 €\*41.10  
€\*\*42.30 | 434 pp | 978-1-4331-3127-1HC | US\$ 199.95 €123.00 SFR185.00 €153.80  
€\*164.60 €\*\*169.20 | 978-1-4331-3128-8Counterpoints: Studies in the Postmodern  
Theory of Education; 499

*Curriculum Studies Guidebooks* treat the (Post)reconceptualization of curriculum studies. The literature reviewed in this volume reflects current issues and discussions taking place in education. This volume is about the intersections among curriculum studies and aesthetics; spirituality; cosmopolitanism; ecology; cultural studies; postcolonialism; poststructuralism; and psychoanalytic theory. These theoretical frameworks will provide students in the field of education with the tools that they need to theorize around the concept of curriculum. This is an interdisciplinary book that will be of interest to students outside the field of education who are studying aesthetics, spirituality, cosmopolitanism, ecology, cultural studies, postcolonialism, poststructuralism, and psychoanalytic theory.

➔ Suitable for education courses in curriculum studies, social foundations of Education, philosophy of education, cultural curriculum studies, critical and contemporary issues in education, narrative inquiry in education, and qualitative studies in education.

**Table of Contents**

Chapter 1: Introduction  
Chapter 2: Aesthetic curriculum concepts  
Chapter 3: Spiritual curriculum concepts  
Chapter 4: Cosmopolitan curriculum concepts  
Chapter 5: Ecological curriculum concepts  
Chapter 6: Cultural studies curriculum concepts  
Chapter 7: Postcolonial curriculum concepts  
Chapter 8: Poststructural curriculum concepts  
Chapter 9: Psychoanalytic curriculum concepts  
References  
Index

**The Ecological Heart of Teaching**  
Radical Tales of Refuge and  
Renewal for Classrooms  
and Communities

By Jackie Seidel &amp; David W. Jardine

PB | 978-1-4331-3235-3

HC | 978-1-4331-3236-0

Counterpoints: Studies in the Postmodern  
Theory of Education; 478

*The Ecological Heart of Teaching* is a collection of writings by teachers about their life in classrooms. It reflects over three years of collective work and illustrates how teachers, parents and students can avoid some of the distractions and panic endemic to many schools, allowing them to focus thoughtfully on rigorous, beautiful work. It draws on ecological thinking, Buddhism and hermeneutics to provide deeper, richer, and more abundant sources for teaching, thinking and practice. It shows how these three lineages provide keys to decode the current malaise that surrounds schooling. It will be valuable to experienced and beginning teachers and administrators, as well as to parents and anyone involved in stepping away from the exhausting industrial images and ideas that have turned schooling into an ecological and intellectual disaster.

➔ Suitable for undergraduate classes in curriculum and teaching, as well as graduate research methods courses interested in new forms of thinking and writing.

**People Need to Know**  
Confronting History  
in the Heartland

By Robert M. Lucas

PB | US\$ 40.95 €25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 188 pp | 978-1-4331-2978-0HC | US\$ 159.95 €98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2979-7Counterpoints: Studies in the Postmodern  
Theory of Education; 484

*People Need to Know* follows a group of students as they study the defining event in their community's history—a 1930 lynching that was captured in one of the century's most iconic and disturbing photographs. With ambitions of contributing





to public understanding, the students set out to create a collection of online resources about the lynching. As they encounter troubling information and consider how best to present it to others, the students come to better understand the complex ethical ramifications of historical work and to more fully appreciate why their learning matters. Through the stories of these students, their teacher, and an author re-immersed in the town of his own childhood, the book develops an approach to curriculum in which students create products of value beyond the school walls. In a time of educational standardization, when assignments and assessments often fail to deliberately engage the ethically charged and locally particular contexts of students' lives, Robert M. Lucas proposes that we see learning in their creation and appreciation of public value.

➔ **Suitable for courses in curriculum studies and in history and social studies education.**

### Masamune's Blade: A Proposition for Dialectic Affect Research

By Peter Zuurbier & Frédéric Lesage

PB | 978-1-4331-3036-6

HC | 978-1-4331-3037-3

Counterpoints: Studies in the Postmodern Theory of Education; 489

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 re-search using affect, after which the authors develop a unique conceptualization of affect, one that brings it into the realm of the Frankfurt School's concept of 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.

➔ **Suitable for advanced students in either graduate or senior undergraduate classes courses on researching affect, as well as HCI, Media Studies, Cultural Studies, Communication Studies, Design, Social Sciences, Humanities, Cultural Geography, and Anthropology.**

### Purposeful Engagement in Science Learning

#### The Project-based Approach

By Kabba E. Colley

PB | 978-1-4331-3090-8

HC | 978-1-4331-3091-5

*Purposeful Engagement in Science Learning* provides a blueprint of how teachers and their students can engage in purposeful 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.

➔ **Suitable for courses in science education, methods in science education, and curriculum and pedagogy in science education.**

### The Curriculum

#### Whose Internationalization?

Edited by João M. Paraskeva

PB | US\$45.95 | 228 pp | 978-1-4331-2991-9

HC | US\$159.95 | 978-1-4331-2992-6

*The Curriculum: Whose Internationalization?* Asks a series of important questions in the re-examination of the internationalization of curriculum studies. It reflects the work of The Internationalization of Curriculum Studies Task Force created at American Association for the Advancement of Curriculum Studies Annual Meeting in New Orleans in 2009 in the context of new theoretical avenues such as the Itinerant Curriculum Theory (ICT) to help address issues related to the problematic nature of internationalization and globalization. What kind or kinds of internationalization(s) and globalization(s) are we talking about? Who is the decision maker? Who has been globalized? Who has been local-

ized? What kind of asymmetrical power relations have been created in such processes? What kinds of mechanisms of economic and cultural production and reproduction does internationalization promote and silence? What is the effect of such conversations, or lack thereof, in the day-to-day lives of teachers and students? What are the real impacts of internationalization on advancement of curriculum theory and its development? What is the real ideological color of such internationalization? Finally, the question remains whether or not curriculum studies, as a field, is on a collision course with internationalization and globalization. In doing so the volume examines the importance of non-Western, nonwhite voices in education. It examines the work of the non-Western curriculum theory/theorist; describes the background, major concepts, and contributions of the theorist/theory; and links them with past and current theories. Readers will learn the significance of this work to the development of curriculum studies and the relevance to the internationalization of the field.

➔ **Suitable for courses in curriculum studies, international and global education, and critical pedagogy.**

### A Curriculum of Wellness

#### Reconceptualizing Physical Education

By Michelle Kilborn

PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 198 pp | 978-1-4331-2997-1

HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2998-8

Complicated Conversation: A Book Series of Curriculum Studies; 47

*A Curriculum of Wellness* seeks to encourage a deeper discussion about teaching our children how to be healthy and live well. It makes a significant contribution to the field of education as it features influential curriculum concepts nuanced with action research principles in a unified, intimate, and deeply relational inquiry into physical education teacher practice. This work presents a very practical yet complex and wisdom-guided way to transform teaching practices that follow more holistic understandings of wellness. A new mode of curriculum



## Curriculum

### Decanonizing the Field

Edited by João M. Paraskeva & Shirley R. Steinberg

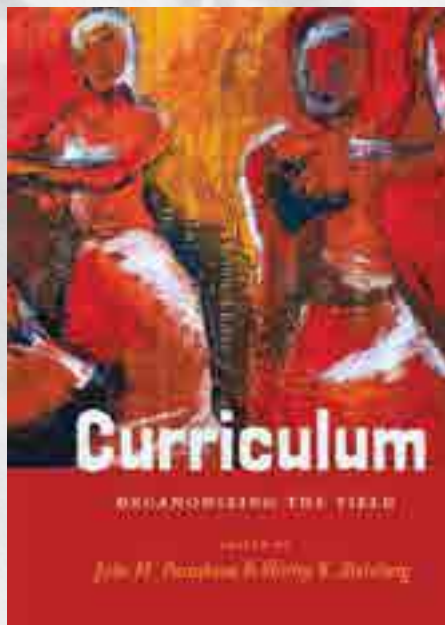
PB | US\$45.95 £28.00 SFR43.00 €35.30 €\*37.80

€\*\*38.80 €35.30 | 978-1-4331-1421-2

HC | US\$159.95 £98.00 SFR148.00 €123.00 €\*131.60

€\*\*135.30 | 978-1-4331-1422-9

Counterpoints: Studies in the Postmodern  
Theory of Education; 491



*Curriculum: Decanonizing the Field* is a fresh and innovative collection that is concerned with the totalitarian Western Eurocentric Cult that has dominated the field of curriculum studies. Contributors to this volume challenge dominant and counter-dominant curriculum positions of the Western Eurocentric epistemic platform. At a time when the field laudably claims internationalization as a must, arguments presented in this volume prove that this "internationalization" is nothing more than the new Western expansionism, one that dominates all other cultures, economies and knowledges. *Curriculum: Decanonizing the Field* is a clarion call against curriculum epistemicides, proposing the use of Itinerant Curriculum Theory (ICT), which opens up the canon of knowledge; challenges and destroys the coloniality of power, knowledge and being; and transforms the very idea and practice of power. The volume is essential reading for anyone involved in one of the most important battles for curriculum relevance – the fact that there is no social justice without cognitive justice.

➔ Suitable for courses in curriculum studies, curriculum and instruction, and critical pedagogy.

## Contents

Preface: Against Canonphobia.

Curriculum as Political | *William M. Reynolds*

### Part I. The Curriculum Field

Chapter 1. Opening up Curriculum Canon to Democratize Democracy | *João M. Paraskeva*

Chapter 2. Dewey and the Herbartians: The Genesis of a Theory of Curriculum | *Herbert M. Kliebard*

Chapter 3. The Discursive Roots of Community: A Genealogy of the Curriculum | *Barry M. Franklin*

Chapter 4. A Marxian and Radical Reconstructionist Critique of American Education: Searching Out Black Voices | *William Watkins*

Chapter 5. Arresting the Decline of Integrity of Curriculum: Studies in the United States: The Policy of Opportunity | *William G. Wraga*

Chapter 6. Undoing Double Binds in Curriculum: On Cosmopolitan Sensibilities in U.S. Curriculum Studies | *James C. Jupp*

Chapter 7. In Search of the Lost Curriculum | *José Félix Angulo Rasco*

### Part II. The Political and the Power of the Personal

Chapter 8. Dialectics and the Development of Curriculum Theory | *Henry A. Giroux*

Chapter 9. Autobiography and an Architecture of Self | *William Pinar*

Chapter 10. Subject Matters? Curriculum History, the Legitimation of Scientific Objects, and the Analysis of the Invisible | *Bernadette Baker*

Chapter 11. Curriculum Theory, Education Policy, and "The Recurring Question of the Subject" | *Tero Autio*

Chapter 12. Poststructuralism in Curriculum Policies in Brazil | *Alice Casimiro Lopes and Elizabeth Macedo*

### Part III. Curriculum Inquiry: Re-Thinking/De-Canon the Canon

Chapter 13. Epistemicides: Toward an Itinerant Curriculum Theory | *João M. Paraskeva*

Chapter 14. Revisiting the Question of the "Indigenous" | *George J. Sefa Dei*

Chapter 15. Renegotiating Epistemic Privilege and Enchantments with Modernity: The Gain in the Loss of the Entitlement to Control and Define Everything | *Vanessa de Oliveira Andrade*

Chapter 16. Curriculum Inheritance: The Field, the Canon, and the Crisis of the Postmodern University | *Dennis Carlson*

Chapter 17. Canons as Neocolonial Projects of Understanding | *Susan Jean Mayer*

### Part IV. The Dynamics of Ideological Production

Chapter 18. Ideology and Methodological Attitude | *Patti Lather*

Chapter 19. The Voices of Women in Curriculum Tensions | *Ana Sánchez-Bello*

Chapter 20. Revisionist Ontology and the Historical Trajectory of Black Curriculum | *LaGarrett J. King, Crystal Simmons, and Anthony L. Brown*

Chapter 21. The New Terms of Race in Light of Neoliberalism and the Transforming Contexts of Education and the City in the Era of Globalization | *Cameron McCarthy*

Chapter 22. Early Education as a Gendered Construction | *Shirley R. Steinberg*

Chapter 23. The Cape Verdean Language and Identity Question: Pride, Politics of Negation, or Willful Ignorance? | *Soraya Isabel de Barros*

Chapter 24. Globalization: The Lodestone Rock to Curriculum | *Elizabeth Janson*

### Part V. Curriculum (Counter) Discourses

Chapter 25. Intercultural Curriculum in Neonationalist Europe: Between Neonationalism and Austerity 481 | *Giovanna Campani*

Chapter 26. The Intercultural Curriculum: Networks and Global Communities for Collaborative Learning | *Jurjo Torres Santomé*

Chapter 27. Curriculum as Discourse: From Africa to South Africa and Back | *Shervani K. Pillay*

Chapter 28. Curriculum, Nuyorican Memoirs, and the Improvisation of Identity: From What to Make of "Them" to How "Them" Might Make Themselves | *José R. Rosario*

Chapter 29. Under the Gaze of Neoliberal Epistemology: Dislocating the National Curriculum and Re-Engineering the Citizen | *João Rosa*

Chapter 30. Voices of the Curriculum to the South of Latin America: The Subject, the History, and the Politics | *Silvia Redon*

### PART VI. Teacher Education, Narratives, and Social Justice

Chapter 31. The Curriculum and the Classroom 6 | *Joe L. Kincheloe*

Chapter 32. "Who" Is Teacher Education? Approaching the Negative Stereotypes of Teacher Education | *Silvia Edling*

Chapter 33. Curriculum, Didaktik, and Professional Teaching: Conceptual Contributions from the Intersections of Curriculum Studies in an Age of "Crisis" in Education | *Anneli Frelin*

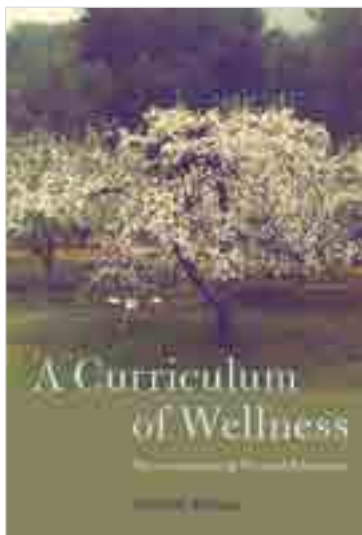
Chapter 34. Counteracting the Power of the Single Story in Teacher Education: Teacher Narratives as Lions' Voices | *Maria Alfredo Moreira*

Chapter 35. Exploding the Canon: Historical Contextualizing as a Means for Social Justice | *Thad LaVallee*

Chapter 36. Toward Academic Decolonization in Critical Curriculum Studies: Learning from the Japanese History Textbook Controversy over "Comfort Women" | *Keita Takayama*

Afterword: Curriculum? Tentative, at Best. Canon? Ain't No Such Thing | *Shirley R. Steinberg*





inquiry, *wisdom-guided inquiry*, is presented, providing an opportunity to open up a fresh avenue to understand curriculum and become engaged in discussions that concern teaching, learning, and public education. An outstanding feature of this book is its transdisciplinarity. While the story is situated within physical education discipline, this book has implications for all teachers and teacher educators because it provides insights that encourage us to consider more carefully the subjective insights of teachers and to understand these as central to being and becoming a teacher. *A Curriculum of Wellness* is essential reading for curriculum and pedagogy scholars, teacher educators, teachers, and other health-related professionals to think differently about curriculum and pedagogy—making it a great option for many related graduate and undergraduate courses.

➔ **Suitable for courses in curriculum, foundations, critical pedagogy, health education and professional development.**

## PRIMERS

### American Public Education Law Primer— 3rd Edition

By David C. Bloomfield

PB | 978-1-4331-3040-3

Peter Lang Primers

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* is more than an academic text, presenting the real world of Education Law to benefit professionals, parents, and the general public.

➔ **Suitable for undergraduate and graduate teacher and leadership preparation courses, education law or education policy courses or for education law & policy modules in survey courses.**

### Transformative Leadership Primer

By Carolyn M. Shields

PB | US\$ 32.95 | 202 pp | 978-1-4331-3197-4

Peter Lang Primers

*Transformative Leadership: A Primer* both delivers a complete and engaging overview of transformative leadership and also clearly distinguishes it from other popular approaches to leadership. Hence, this will be the text of choice for many graduate courses in educational leadership. Carolyn Shields shows how the tenets of transformative leadership interact with one another, and how they provide a lens for leadership that offers an excellent, inclusive, equitable, and socially-just education for all students. Using anecdotes and narratives drawn from empirical research, and current data, Dr. Shields establishes how transformative leadership comprises a comprehensive approach to leadership in highly diverse contexts, and how it can empower students who are traditionally marginalized due to race, ethnicity, sexual orientation and gender identity, home language, or religion. Accepting a mandate for educational change, reconstructing knowledge frameworks, and redistrib-

uting power in more equitable ways are starting points for transformative leaders. Changing the structures, cultures, curricula, and pedagogies of the school to be more democratic and emancipatory; acknowledging our interconnectedness and interdependence with global neighbors; and accepting responsibility for promoting both public and private good are processes that implement the transformation. Taken together, these changes cannot be accomplished without considerable collaboration, conversation, and moral courage. No leader wanting to promote excellence and equity for all should be without this primer that offers a new way of thinking about all aspects of schooling, from facilities and fiscal issues to academic programs and school policy. Transformative leadership offers a promising and robust theory of change for all situations and contexts.

➔ **Suitable for courses in both introductory and advanced educational leadership and courses with a social justice or equity emphasis.**

### Critical Autoethnography Primer

By Gresilda A. Tilley-Lubbs

PB | 978-1-4331-3254-4

HC | 978-1-4331-3255-1

Peter Lang Primers

The *Critical Autoethnography Primer* introduces a research methodology that combines critical pedagogy and autoethnography, providing a way for researchers to think about conducting research in vulnerable communities without establishing hierarchical systems. Working collaboratively and dialogically with participants in communities, researchers serve as conduits for often unheard voices. Using critical autoethnography, researchers function as collaborators/participants in the research, requiring that they go within to examine the Self and the complexities of their cultural perspectives, whether visible or invisible, hidden beneath layers of socially constructed beliefs and behaviors. Through deep introspection and reflection, researchers interrogate and problematize their words and their actions, going beyond the chronological and supposedly objective recounting of autobiography to a deep

understanding of the sociocultural, socioeconomic, political, and historical beliefs that created their ways of understanding and navigating the world. Whereas traditional qualitative research situates researchers as experts, critical autoethnography negates hierarchical thinking and regards all collaborators, including researchers, as co-constructors of knowledge and meaning. This vision of non-hierarchical research serves as a vibrant and creative force in research, challenging the academy to rethink whose knowledge has weight and value, and how that knowledge is created and disseminated, often through alternative forms, such as narrative, poetry, drama, music, and so on. Through a richly textured, but direct way of communicating, Tilley-Lubbs' compelling and unique argument for research that pushes against accepted norms is accessible to diverse audiences.

➔ **Suitable for courses in critical pedagogy, autoethnography, and research.**

## ACTION RESEARCH

### A Critical Action Research Reader

Edited by Patricia H. Hinchey

PB | US\$ 49.95 €31.00 SFR47.00 €38.42 €\*41.10  
€\*\*42.30 | 344 pp | 978-1-4331-1760-2

HC | US\$ 189.95 €117.00 SFR176.00 €146.10  
€\*156.30 €\*\*160.70 | 978-1-4331-2568-3

Counterpoints: Studies in the Postmodern Theory of Education; 433

Since its inception, action research has been the subject of confusion and controversy. Can something be research if it doesn't "prove" anything? Can something be action research if it's a project run by an expert who does not consider participants co-researchers? Questions multiply when the general term is limited to critical action research. What makes critical action research different from action research generally?

Can the action research project of a classroom teacher intended to raise standardized test scores properly be considered critical? Is there a role for advocacy in any enterprise calling itself research? If critical action research is "distinct from traditional empirical research, then what formats make sense for sharing results?"





This highly diverse collection of previously unpublished and published works offers a sampling of opinions on key theoretical and methodological questions, complemented by a wide range of critical action research reports illustrating what various theories look like in practice. The book provides a sketch of the topography of critical action research terrain and illuminates some diverse paths through it.

- ➔ **Suitable for both undergraduate and graduate courses that provide instruction in critical action research, including courses that require students to complete an action research classroom project. Also useful for graduate students contemplating critical action research methodology for their theses.**

## EDREFORM

### De-Testing and De-Grading Schools Authentic Alternatives to Accountability and Standardization —Revised Edition

Edited by Joe Bower & P.L. Thomas

PB | US\$ 42.95 €26.00 SFR40.00 €33.03 €\*35.30  
€\*\*36.30 | 314 pp | 978-1-4331-3058-8

Counterpoints: Studies in the Postmodern  
Theory of Education; 492

A century of education and education reform, along with more than three decades of high-stakes testing and accountability, reveals a disturbing paradox: education has a steadfast commitment to testing and grading. This commitment persists despite

ample research, theory, and philosophy revealing the corrosive consequences of both testing and grading in an education system designed to support human agency and democratic principles. This revised edited volume brings together a collection of updated and new essays that confronts the failure of testing and grading. The book explores the historical failure of testing and grading; the theoretical and philosophical arguments against testing and grading; the negative influence of tests and grades on social justice, race, class, and gender; and the role that they play in perpetuating a deficit perspective of children. The chapters fall under two broad sections. Part I, Degrading Learning, Detesting Education: The Failure of High-Stake Accountability in Education, includes essays on the historical, theoretical, and philosophical arguments against testing and grading. Part II, De-Grading and De-Testing in a Time of High-Stakes Education Reform, presents practical experiments in de-testing and de-grading classrooms for authentic learning experiences.

- ➔ **Suitable for courses in educational assessment, education policy, and education foundations.**



### Assault on Kids and Teachers Countering Privatization, Deficit Ideologies and Standardization in U.S. Schools—Revised Edition

By Roberta Ahlquist & Theresa Montaño  
& Paul Gorski

PB | 978-1-4331-3282-7

Counterpoints: Studies in the Postmodern  
Theory of Education; 510

In *Assault on Kids and Teachers: Countering Privatization, Deficit Ideology, and Standardization in U.S. Schools*, parents, teachers, activists, and others expose and challenge neoliberal efforts to undermine movements for educational equity with corporate-friendly initiatives to privatize and standardize public schooling. Each chapter contains careful analysis of some form of these efforts, from the dangers of deficit ideology to the imposition of edTPA onto teacher education programs. But the authors don't stop there. Using both local and national-level perspectives, they offer detailed visions for how we can create a more just future for public schooling. One chapter, for example, examines how school policy and practice often punishes students experiencing poverty and offers a vision for a more just approach. Another uncovers efforts to corporatize public schools and to undermine teachers' unions and describes local efforts to fight back. Several authors expose the growing influence of organizations like the American Legislative Executive Council (funded in great part by the Koch Brothers), Pearson Testing, and the Gates and Broad Foundations on public education, and then share what we can do to resist their efforts. In the end, this is a book about taking an informed stand for equity and justice—a stand against the assault on teachers, students, and public education.

- ➔ **Suitable for undergraduate and graduate level foundations of education courses, sociology of education courses, critical issues in education, and other general education courses, and an inspirational and informative read for parents, teachers, and community activists.**

## ENVIRONMENTAL EDUCATION

### Learning from Bad Practice in Environmental and Sustainability Education

By Jonas Andreasen Lysgaard

PB | 978-1-4331-3164-6

HC | 978-1-4331-3165-3

[Re]Thinking Environmental Education; 2

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

- ➔ **Suitable for advanced classes in environmental education & education for sustainable development.**

**DISABILITY STUDIES**

**Vital Questions Facing Disability Studies in Education—2nd Edition**

Edited by Scot Danforth & Susan L. Gabel  
PB | 978-1-4331-2757-1

Disability Studies in Education; 20

*Vital Questions Facing Disability Studies in Education*, which has been edited by the leading scholars in the field, provides an overview and introduction to the growing field of disability studies in education, the application of the interdisciplinary field of disability studies to inclusive education, teacher education, educational research, and educational policy development. While traditional special education research has focused on developing interventions aiming to increase students' functional capacities, disability studies scholars have asked provocative and probing questions about how communities and schools can value, include, and nurture disabled persons. This second edition continues the emphasis of the first edition on the central questions that drive this critical field of inquiry and social action while broadening its scope to more fully address international educational issues. This text has been widely adopted in undergraduate and graduate courses in disability studies and inclusive education.

➔ **Suitable for undergraduate and graduate courses in disability studies and inclusive education.**

**Enacting Change from Within**  
Disability Studies Meets Teaching and Teacher

Edited by Meghan Cosier & Christine Ashby

PB | US\$ 40.95 €25.00 SFR38.00 €31.50  
€\*\*33.70 €\*\*34.70 | 978-1-4331-2909-4

HC | US\$ 159.95 €98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2910-0

Inclusion and Teacher Education; 2

Disability studies in education (DSE) provides a useful and compelling framework for re-envisioning the possibility of education for all students. However, the

philosophies of Disability Studies can be seen as contradictory to many mainstream values and practices in K-12 education. In an ever-shifting educational landscape, where students with disabilities continue to face marginalization and oppression, teachers and teacher educators are seeking ways to address these educational inequities. Specifically, they desire realistic and specific ways to work toward social justice, from within the confines of current education systems. *Enacting Change from Within* aims to provide a framework through which to analyze and address policy and practice in education, offering practical yet visionary ways to frame social justice work in schools that considers the day-to-day responsibilities of teachers. Thus, this book is intended to encourage an important dialogue on how to do the work of education from a Disability Studies approach while complying with the often incongruous and deeply entrenched policy and practice requirements in our schools. This text is ideal for current and future teachers seeking to create more just, equitable and inclusive schools.

➔ **Suitable for advanced undergraduate courses and graduate courses including Introduction to Disability in Education; Introduction to Special Education; Graduate Seminar in Disability Studies; Graduate Seminar in Inclusive Education, and Introduction to Inclusive Education**

**GLOBAL STUDIES**

**Philosophy and Theory of Open Education**

Edited by Markus Deimann & Michael A. Peters

PB | 978-1-4331-2857-8

HC | 978-1-4331-2858-5

Global Studies in Education; 32

*Philosophy and Theory of Open Education* provides an overview of the current debates on Open Education and introduces the reader to the overall discourse. The broad range of topics (including MOOCs and OER) 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 dealt with in its various imbrications to other open movements such as open access and discusses its relevance for education over the last 15 years. More than ten internationally-recognized scholars have been invited to provide in-depth insight into the emerging field of Open Education.

➔ **Suitable for courses on higher education, global education, and Open Education.**

**CHILDHOOD**



**Disrupting Gendered Pedagogies in the Early Childhood Classroom**

By April Larremore

PB | US\$ 40.95 €25.00 SFR38.00 €31.50 €\*\*33.70  
€\*\*34.70 | 148pp | 978-1-4331-3301-5

HC | US\$ 159.95 €98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-3302-2

Childhood Studies; 2

Young children's access to knowledge about gender, relationships, and sexuality has critical implications for their health and well-being, not only in their early years but throughout their lives. This knowledge can build children's compe-

tencies and resilience, contributing to new cultural norms of non-violence in gendered and sexual relationships. For many early childhood teachers, interacting with children about issues concerning gender and sexuality is fraught with feelings of uneasiness and anxiety. For others, familiarity with research on these topics has resulted in rethinking their approaches to sex, gender, and sexuality in their early childhood classrooms. The pedagogical project discussed in *Disrupting Gendered Pedagogies in the Early Childhood Classroom* examines the tensions associated with one teacher's attempts to rethink gendered narratives and childhood sexuality in her own classroom. This project illustrates that it is possible for early childhood teachers to use feminist poststructuralism and queer theory to deepen their understandings and responses to children's talk, actions, and play regarding sex, gender, and sexuality and to use these understandings to inform their professional practice.

➔ **Suitable for courses in critical qualitative research methods, rethinking teaching methods, and sexual and gender identities and subjectivities.**

**Voices of Early Childhood Educators**

By Susan Bernheimer

PB | 978-1-4331-3060-1

HC | 978-1-4331-3061-8

Rethinking Childhood; 56

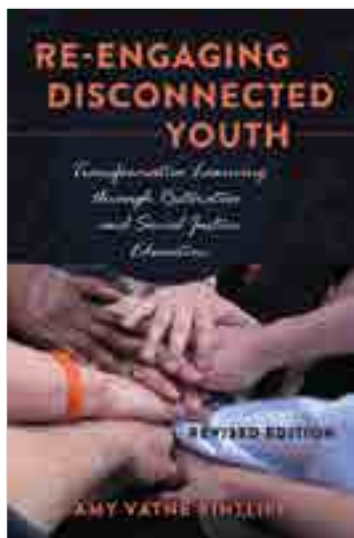
*Voices of Early Childhood Educators* presents powerful living stories of early childhood educators who work in a field that sits at the crux of historical, social, and political change in our society. Susan Bernheimer offers an in-depth exploration of students' stories as a way of expanding the scope of learning beyond textbook information, taking it into the depths of personal experience and the outer reaches of community, societal, and world dynamics. These highly diverse stories teach more than techniques for dealing with the current challenges facing our field; they illuminate valuable insights into new forms of resilience and development. Through research, classroom experiences, and



practical application of principles, Bernheimer takes educators on a much-needed journey to becoming an early childhood educator in today's world. The book should be read all pre-service teachers. It can also be adopted in a variety of early childhood and childhood studies classes.

➔ **Suitable for pre-service educators & classes in early childhood & childhood studies.**

**YOUTH STUDIES**



**Re-engaging Disconnected Youth**  
Transformative Learning through Restorative and Social Justice Education— Revised Edition

By Amy Vatne Bintliff  
PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*\*33.70  
€\*\*34.70 | 206 pp | 978-1-4331-3072-4  
Adolescent Cultures, School and Society; 63

As many young adults continue to disengage with learning each day, teachers and administrators struggle to find ways to re-engage secondary students with their schooling and communities. *Re-engaging Disconnected Youth* profiles a program that succeeds in doing so, one that can serve as a model for others. In a Midwestern alternative school, three teachers built a curriculum around hands-on learning, restorative justice Talking Circles, and multicultural education, in the hopes that it would re-engage and inspire youth. Drawing on Adult

Transformative Learning Theory, the book is an in-depth, qualitative study of the ways the program transformed adult and youth perceptions of trust, connections, schooling and human rights. It breaks down stereotypes about youth labeled “at-risk” and provides evidence that it is never too late to become passionate about learning. This new revised edition includes updated research and a chapter exploring the impact of the program on middle school youth.

➔ **Suitable for alternative education certification courses, introductory social justice, and experiential education courses.**

**CULTURAL STUDIES**

**Forgotten Places**  
Critical Studies in Rural Education

Edited by William M. Reynolds  
PB | 978-1-4331-3070-0  
HC | 978-1-4331-3071-7  
Counterpoints: Studies in the Postmodern Theory of Education; 494

*Forgotten Places: Critical Studies in Rural Education* critically investigates and informs the construction of the rural, rural identity and the understanding of the rural internationally. The volume promotes and expands the notion of critical understandings of rural education, particularly in the areas of race, class, gender, and LGBTQ, with conceptualizations of social justice. While there have been many volumes written on critical issues in urban education, only a small number have been produced on rural education and the majority of those are not critical. By contrast, *Forgotten Places* not only discusses “schools in the country,” but also expands conceptualizations of the rural beyond schools and place, beyond the borders of the United States. It also tackles the artificial duality between conceptualizations of urban and rural. The volume includes scholarly investigations into the connections among the symbolic order, various forms of cultural artifacts and multiple readings of these artifacts within the context of critical/transformational pedagogy. The text fills

a significant gap in the scholarly work on the ramifications of the rural.

➔ **Suitable for graduate level courses in curriculum studies, sociology of education, and cultural studies, as well as upper level undergraduate courses in foundations of education & critical geography.**

**2284**  
World Society, Iaian Vernier's Memoir

By Seymour W. Itzkoff  
PB | US\$ 24.95 £15.00 SFR23.00 €18.60  
€\*19.95 €\*\*20.50 | 978-1-4331-3397-8

*2284: World Society, Iaian Vernier's Memoir* is a fascinating study of mankind. Written as a work of fiction, it looks at the human condition 200 years in the future. Predicting the outcome of today's social policies, 2284 is a cultural anthropology study that adds to Itzkoff's extensive writing on the topic.

Iaian Vernier writes in 2284 of the revolutionary internationalism that has been established in Nairobi, Africa. He chronicles the disasters that almost destroyed the 21st century world. He describes in anecdote and philosophical depth the new scientific and secular world that has been established to bring peace, equality, ethnic diversity and democracy to humanity, while scrutinizing the plans for demographic stability that will sustain humanity into the future. In the 23rd century, the forbidden rationality of the scientific minds of the 21st century have been unleashed.

➔ **Suitable for undergraduate & graduate courses in cultural anthropology.**

**Anti-Colonial Theory and Decolonial Praxis**

Edited by George J. Sefa Dei & Meredith Lordan  
PB | 978-1-4331-3387-9  
HC | 978-1-4331-3388-6

Are we living in a post-colonial world? A colonial one? An anti-colonial one? Lifting the veil of 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 up on earlier works, this book will take 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 de-colonial projects of transforming schooling and education in a broadly defined way. Beyond explaining these ideas, the text 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, including Somalia, Canada, Palestine, Nigeria, Jamaica, Israel, and St. Vincent, along with provocative theoretical analyses, the text brings varied experiences of anti-colonial praxis to the reader in timely, culturally diverse, and engaging ways.

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

**Monstrosity, Performance, and Race in Contemporary Culture**

By Bernadette Marie Calafell  
PB | US\$ 39.95 £25.00 SFR37.00 €30.73 €\*\*32.90  
€\*\*33.80 | 150 pp | 978-1-4331-2737-3  
HC | US\$ 149.95 €92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-2738-0

In a society that increasingly touts post-racial and post-feminist discourses, the trope of monstrosity becomes a way to critically examine contemporary meanings around race, class, gender, sexuality, and ability. Focusing on ways in which historically marginalized groups appropriate monstrosity as a means of resistance, as well as on how we can understand oppression and privilege through monstrosity, this book offers another way to conceptualize the politics of representation. Through critical analyses of experiences of women of color in the





academy, the media framing of alleged Aurora shooter James Holmes, the use of monstrosity in unpublished work from the Gloria Anzaldúa archives, post-feminist discourses in *American Mary* and *The Lords of Salem*, and Kanye West's strategic employment of ideologies of monstrosity, this book offers new ways to think about Otherness in this contemporary moment.

➔ **Suitable for undergraduate & graduate critical communication courses in performance, rhetoric, cultural studies, and monsters in popular culture.**

### Hip Hop DJs and the Evolution of Technology

Cultural Exchange, Innovation, and Democratization

By André Sirois

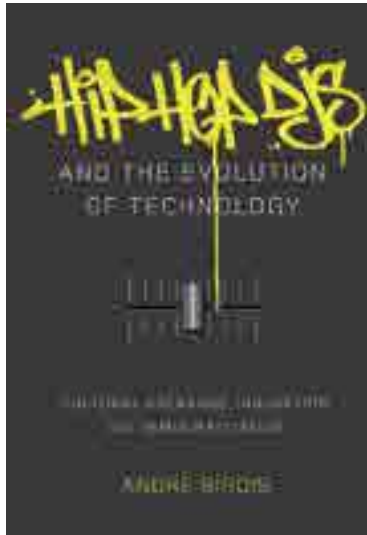
PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 246 pp | 978-1-4331-2336-8

HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2337-5

Popular Culture and Everyday Life; 27

Using interviews with world-renowned and innovative hip-hop DJs, as well as technology manufacturers that cater to the market/culture, this book reveals stories behind some of the iconic DJ technologies that have helped shape the history and culture of DJing. More importantly, it explores how DJs have impacted the evolution of technology.

By looking at the networks of innovation behind DJ technologies, this book



problematizes the notion of the individual genius and the concept of invention. Developing a theory of “technocultural synergism,” this book attempts to detail the relationship between culture and industry through the manipulation, exchange, and rights associated with intellectual property.

While the subject of hip-hop and intellectual property has already been well explored, this is the first time that hip-hop DJs have been conceptualized as intellectual property because of their role in the R&D and branding of DJ products.

The book also addresses the impact of digital technology on the democratization of DJ culture, as well as how new digital DJ technology has affected the recorded music market.

➔ **Suitable for upper-level undergraduate & graduate level courses in hip hop studies and technology and intellectual property studies.**

### Working Together

A Case Study of a National Arts Education Partnership

By B.W. Andrews

PB | 978-1-4331-3143-1

HC | 978-1-4331-3144-8

Counterpoints: Studies in the Postmodern Theory of Education; 502

Partnerships among a variety of institutions—for profit, not-for-profit, and non-profit—are a relatively recent organizational development. Such partnerships link

businesses, government, and social agencies. The primary reason for these relationships is to achieve goals sooner and more efficiently by building on the resources and expertise of each partner. In arts education, schools, arts organizations, cultural institutions, government agencies and universities have engaged in joint ventures to improve the teaching and learning of the arts disciplines in their schools and in their communities. These partnerships have been particularly beneficial for teachers, many of whom have limited background in the arts but are expected to teach them in their classrooms. Arts partnerships initially focused on the goals of the participating organizations; that is, to develop artistic skills, to build future audiences, and/or to encourage young people to consider an artistic career.

More recently, partnerships focus on educational goals rather than solely artistic ones. Despite the challenges and complexities of arts education partnerships, most partners believe that the benefits to students, teachers and the community outweigh the disadvantages and consequently, as the research in *Working Together* demonstrates, they are willing to justify the time, energy and expense involved to improve the quality of arts education.

➔ **Suitable for upper level undergraduate & graduate level courses in education, dance, drama, music, or visual arts that focus on research in arts education.**

## LITERACY

### Literacy

Strategies for Successful Teaching and Learning in the Classroom: 1970-Present

By Robert W. Blake & Brett Elizabeth Blake

PB | 978-1-4331-3262-9

HC | 978-1-4331-3263-6

*Literacy: Strategies for Successful Teaching and Learning in the Classroom: 1970-Present* takes us through what the author calls the “jaunty journey” of the English/English language arts classroom from its linguistic and literature foundations, to emphases on close reading tech-

niques and structures for composing and responding to literature; heading bumpily into the path of learning how to work with “non-native speakers” and other “basic” students toward a (re-) burst of a renewed interest in poetry and drama, reader response, a process approach to writing, and the diverse student. This volume helps us to see how through the midst of a winding and often blurry path along the journey of our literacy travels over the last 30 years or so, that the foundations of what we understand best about reading and writing in the classroom has stood the test of time. Amidst a flurry of often confusing directives around common-core standards and other state and federally-driven mandates designed to prepare students to be “college and career-ready” (especially through the integration of literacy strategies across the curriculum), this book situates itself firmly as a call to remind all of us us to remember and reflect upon what we know is good teaching—and to continue the journey forward in spite of accountability measures that attempt to push us backward along this important road.

➔ **Suitable for courses in literacy & language arts education.**

## MEDIA LITERACY

### Movies Change Lives

Pedagogy of Constructive Humanistic Transformation Through Cinema

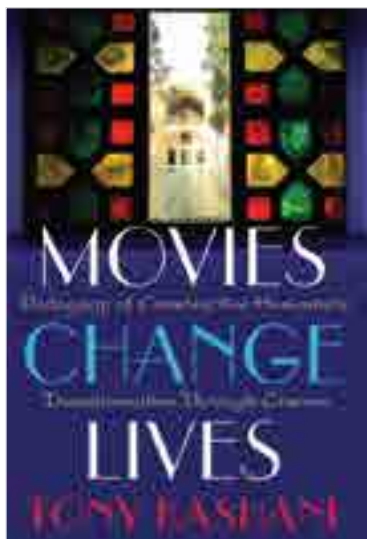
By Tony Kashani

PB | US\$ 39.95 £25.00 SFR37.00 €30.73 €\*32.90  
€\*\*33.80 | 158 pp | 978-1-4331-2773-1

HC | US\$ 169.95 £105.00 SFR157.00 €130.73  
€\*139.90 €\*\*143.80 | 978-1-4331-2845-5

Minding the Media: Critical Issues for Learning and Teaching; 14

*Movies Change Lives* is a rigorous interdisciplinary examination of cinema as a vehicle for personal and social transformation. Interdisciplinary scholar Tony Kashani builds a theory of humanistic transformation by discussing many movies while engaging the works of philosopher/psychologist Erich Fromm, cultural



studies theorist Stuart Hall, critical pedagogy theorist Henry Giroux, political philosopher Hannah Arendt, the great French thinker Edgar Morin, the pioneering psychologist Carl Jung, the co-founder of string theory, physicist Michio Kaku, and Frankfurt School philosopher Jürgen Habermas, among others. The book argues that in the globalized world of the twenty-first century, humanity is in dire need of personal and social transformation. Movies have universal appeal and can deeply affect their audiences in a short time. Coupled with critical pedagogy, they can become tools of personal and social transformation.

➔ **Suitable for graduate and upper-division undergraduate courses on film (cinema) and society, visual culture, consciousness studies, media and social change, advanced personal and social psychology, and political philosophy.**

**Global Media Literacy in a Digital Age**  
Teaching Beyond Borders

Edited by Belinha S. De Abreu & Melda N. Yildiz

PB | US\$ 41.95 €26.00 €32.30 SFR39.00 €\*34.60  
€\*\*35.50 | 310 pp | 978-1-4331-2844-8

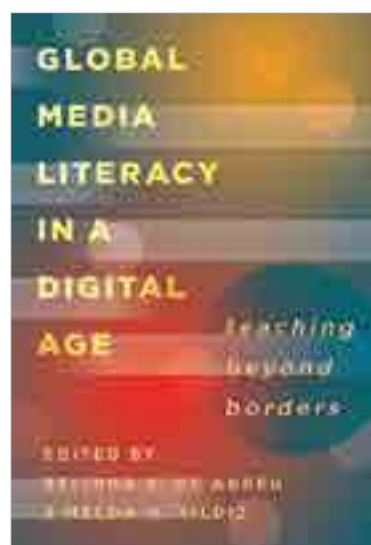
HC | US\$ 169.95 €105.00 SFR157.00 €130.73  
€\*139.90 €\*\*143.80 | 978-1-4331-2845-5

Minding the Media: Critical Issues for Learning and Teaching; 16

How do we connect with one another?  
How do the media portray different cul-

tures and beliefs? What messages are often omitted from media? How do we connect what we see in the worldwide media to the classroom? This book, divided into four parts, serves to answer many of these questions. In Part 1, readers are provided with a historical look at media literacy education while glimpsing the future of this educational movement. Part 2 curates voices from around the globe, from practitioners to researchers, who provide a look at issues that are of consequence in our worldwide society. Part 3 focuses on education through cases studies that give educational perspectives and assessment opportunities. The final section, "Take Action," offers the reader resources for growing global media literacy around the world. This timely resource provides a look at how media literacy education has become a global and interconnected dialogue brought about by the evolution of technology.

➔ **Suitable for courses undergraduate courses in global media & society, and media & global change, as well as graduate classes in new media literacies, global literacy in the 21st Century & globalization & the environment.**



**New Literacies and Teacher Learning**

Professional Development and the Digital Turn

Edited by Michele Knobel & Judy Kalman

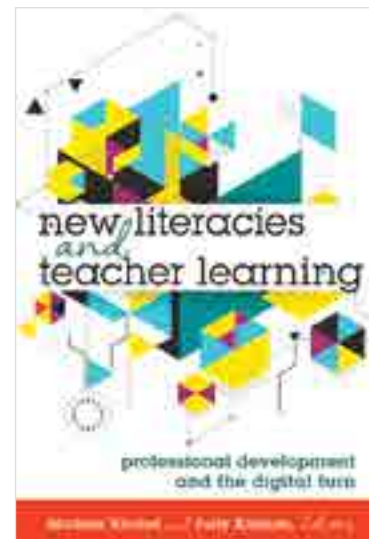
PB | US\$ 40.95 €25.00 SFR38.00 €31.50  
€\*33.70 €\*\*34.70 | 978-1-4331-2911-7

HC | US\$ 159.95 €98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2912-4

New Literacies and Digital Epistemologies; 74

*New Literacies and Teacher Learning* examines the complexities of teacher professional development today in relation to new literacies and digital technologies, set within the wider context of strong demands for teachers to be innovative and to improve students' learning outcomes. Contributors hail from Argentina, Australia, Canada, Finland, Mexico, Norway, and the U.S., and work in a broad range of situations, grade levels, activities, scales, and even national contexts. Projects include early years education through to adult literacy education and university contexts, describing a range of approaches to taking up new literacies and digital technologies within diverse learning practices. While the authors present detailed descriptions of using various digital resources like movie editing software, wikis, video conferencing, Twitter, and YouTube, they all agree that digital "stuff"—while important—is not the central concern. Instead, what they foreground in their discussions are theory-informed pedagogical orientations, collaborative learning theories, the complexities of teachers' workplaces, and young people's interests. Thus, a key premise in this collection is that teaching and learning are about deep engagement, representing meanings in a range of ways. These include acknowledging relationships and knowledge; thinking critically about events, phenomena, and processes; and participating in valued social and cultural activities. The book shows how this kind of learning doesn't simply occur in a one-off session, but takes time, commitment, and multiple opportunities to interact with others, to explore, play, make mistakes, and get it right.

➔ **Suitable for graduate courses in teacher education and teacher development.**



**Adolescents' Online Literacies**  
Connecting Classrooms, Digital Media, and Popular Culture -- REVISED EDITION

Edited by Donna E. Alvermann

PB | 978-1-4331-3066-3

New Literacies and Digital Epistemologies; 75

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

➔ **Suitable for courses in popular culture & education, adolescent education, and digital literacies.**



**Researching New Literacies**  
Design, Theory, and Data in  
Sociocultural Investigation

Edited by Michele Knobel & Colin Lankshear

PB | 978-1-4331-3145-5

HC | 978-1-4331-3146-2

New Literacies and Digital Epistemologies; 76

*Researching New Literacies* is based on the idea that one of the best ways to learn how to do good research is by emulating the kind of work done by excellent researchers. It brings together a group of internationally reputed qualitative researchers who have, in varying ways, investigated new literacies from a sociocultural perspective. Each author (or author team) provides a chapter based on a substantial and successful study they have undertaken. The book offers “under the hood” accounts of how these researchers have adapted existing research approaches (and, where appropriate, developed new ones) to frame their research theoretically and conceptually; collect and analyze their data; and discuss their analytic results, in order to achieve their research purposes. Each chapter addresses the research process from one or other of three emphases: theory and design; data collection; and data analysis and interpretation. Core elements discussed in each chapter include research purposes and research questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; limitations, glitches, and difficulties experienced in the research process.

➔ **Suitable for masters or doctoral level research or general course on new literacies and digital technologies.**

**Learning to Teach in the Digital Age**  
New Materiality and Maker  
Paradigms in Schools

By Sean Justice

PB | 978-1-4331-3318-3

HC | 978-1-4331-3319-0

New Literacies and Digital Epistemologies; 78

*Learning to Teach in the Digital Age* tells the story of a group of K-12 teachers as they begin 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, as well as whether teaching was changing as a result. 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. Twenty-two teachers and administrators from across grade levels and academic domains—from 2nd grade to high school, and from art and history to the sciences—participated in in-depth interviews and to a multitude of casual conversations in lunchrooms, hallways and stairwells, in addition to opening up their classrooms to ad hoc observations. In conducting the 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, and that the teaching practices that most robustly engaged the ethos of 21st century learning enacted a kind of knowing 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 making and learning on teaching practice.

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

**COMMUNICATION**

**Talking Back to Globalization**  
Texts and Practices

Edited by Brian Michael Goss, Mary Rachel Gould & Joan Pedro-Carañana

PB | US\$ 42.95 £26.00 SFR40.00 €33.03  
€\*35.30 €\*\*36.30 | 978-1-4331-2965-0

HC | US\$ 149.95 £92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-2966-7

Intersections in Communications and Culture: Global Approaches and Transdisciplinary Perspectives; 33

Globalization is one of the most widely circulated, high-stakes buzzwords of the

past generation; yet, discussion of the topic is often encased in paradox and contention over what globalization is, to whom and where it may (or may not) apply, and to what effect. In *Talking Back to Globalization: Texts and Practices*, contributors provide a series of case studies that stress the interplay between culture, politics and commerce.

Interviews with Natalie Fenton and Radha S. Hegde open the collection and survey globalization and its interpenetration with the spheres of journalism, activism, social media, and identity. The overview furnished in the interviews is followed by the volume’s two more extended sections on “Texts” and “Practices.”

Chapters in the “Texts” section seek clues about globalization through its insinuation into mediated forms. The diverse selection of cases cover television films and online travel web pages, blues music and the political valences of Portuguese neo-fado.

Chapters in the “Practices” section address more diffused cases than media texts. Their analyses largely orient to institutional concomitants of globalization that precede the subject’s experience of it. Chapters cover the trajectory of the European university, campaigns to shape journalistic practice during the Cold War, the posture of intellectuals vis-à-vis globalization, and the ideology that animates the Facebook experience.

➔ **Suitable for courses in global media & culture, intercultural communication, and communication, education & new media.**

**Privileged Mobilities**

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

By Erika Polson

PB | US\$ 40.95 £25.00 SFR38.00 €31.50  
€\*33.70 €\*\*34.70 | 978-1-4331-3026-7

HC | US\$ 149.95 £92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-3027-4

Intersections in Communications and Culture: Global Approaches and Transdisciplinary Perspectives; 34

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 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 details of 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 intends to open up a new field of study, one which pays more attention to middle class mobility while questioning the privileging of mobility more generally.

➔ **Suitable for masters level courses and doctoral seminars 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.**

**Communication Theory and Millennial Popular Culture**  
Essays and Applications

Edited by Kathleen Glenister Roberts

PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 264 pp | 978-1-4331-2642-0

HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2643-7

Theories help to troubleshoot gaps in our understanding, and to make sense of a world that is constantly changing. What this book tries to do, in part, is blur the lines between the differences between today’s college students—the millennial generation—and their professors, many of whom hail from the Boom Generation and Generation X.

In the following chapters, contributors build upon what both parties already know. Writing in a highly accessible yet compelling style, contributors explain communication theories by applying them to “artifacts” of popular culture. These “artifacts” include Lady Gaga, Pixar films,

**Advances in Intergroup Communication**

Edited by Howard Giles & Anne Maass

PB | US\$46.95 £29.00 SFR44.00 €36.11  
€\*38.60 €\*\*39.70 | 978-1-4331-3030-4

HC | US\$ 169.95 £ 105.00 SFR 157.00 € 130.73  
€\* 139.90 €\*\* 143.80 | 978-1-4331-3031-1

Language as Social Action; 21

*Advances in Intergroup Communication* is a timely contribution to the field. It reflects developments in older, more established intergroup settings (e.g., gender, sexual orientation, organizations) whilst introducing newer studies such as the military and political parties. It also pays attention to emerging trends in new media and social networks and considers the developing field of neuroscience of communication.

The volume brings together authors from different geographical areas (North America, Europe, Australia) and from different disciplines (particularly communication, linguistics, and psychology). Contributions are organized around five large themes, corresponding to the five sections of the book: defining features and constraints; tools of intergroup communication; social groups in their context; intergroup communication in organizations; and future directions.

➔ **Suitable for courses on intergroup communication and language and social psychology**

**Table of Contents**

One: Advances in and Prospects for Intergroup Communication: Prologue | *Howard Giles and Anne Maass*

Part One: Intergroup Communication's Defining Features and Constraints

Two: Shared Identity and the Intergroup Dynamics of Communication | *Katharine Greenaway, Kim Peters, S. Alexander Haslam and William Bingley*

Three: De-Dichotomizing Intergroup and Interpersonal Dynamics: Perspectives on Communication, Identity and Relationships | *Katlyn Gangi and Jordan Soliz*

Four: Language Attitudes as Intergroup Terrain | *Marko Dragojevic*

Five: News Media and Intergroup Contexts | *Craig O. Stewart*

Six: Political Correctness | *Becky Robinson and Scott A. Reid*

Part Two: Tools of Intergroup Communication

Seven: Intergroup Metaphors | *Nick Haslam, Elise Holland and Michelle Stratemeyer*

Eight: Binomial Word Order and Social Status | *Peter Hegarty, Sandra Mollin and Rob Foels*

Nine: Nonverbal Behavior and Intergroup Communication | *Luigi Castelli and Giovanni Galfano*

Ten: Social Media and Intergroup Communication: Collapsing and Expanding Group Contexts | *Caleb T. Carr, Eric J. Varney and J. Ryan Blesse*

Part Three: Social Groups and their Context

Eleven: Gender and Linguistic Sexism | *Ute Gabriel and Pascal Gygay*

Twelve: Communication and the "Invisible": Disclosing and Inferring Sexual Orientation through Visual and Vocal Cues | *Fabio Fasoli, Anne Maass and Simone Sulpizio*

Thirteen: An Intergroup Approach to Political Communication | *Charlotte Nau*

Part Four: Intergroup Communication in Organizations

Fourteen: Organizational Socialization and Intergroup Dynamics | *Dajung Woo and Karen Myers*

Fifteen: Intergroup Communication and Leadership in Healthcare | *Lori Leach, Bernadette Watson, David G. Hewett, Gavin Schwarz and Cindy Gallois*

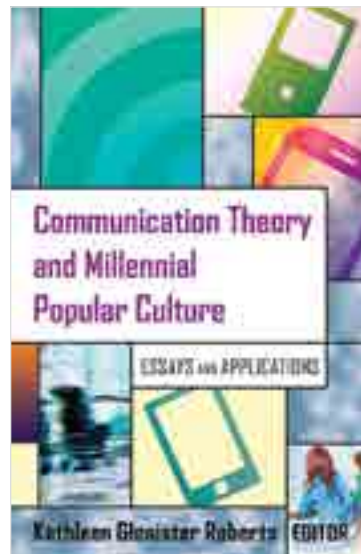
Sixteen: Intergroup Communication Perspectives on Military Families and the Military-Civilian Divide | *Steve R. Wilson and Skye M. Chernichky*

Part Five: Future Directions

Seventeen: Towards a Social Neuroscience of Intergroup Communication | *Richard Clément, Catherine Bielajew and Sinthujaa Sampasivam*

Eighteen: Conceptualizing the Diversity of Intergroup Settings: The Web Model | *Martin Ehala, Howard Giles and Jake Harwood*

Nineteen: Social Networks and Intergroup Communication | *Cynthia Stohl, Howard Giles and Anne Maass*



The Hunger Games, hip hop, *Breaking Bad*, and zombies, among others.

Using this book, students will become familiar with key theories in communication while developing creative and critical thinking. By experiencing familiar popular culture artifacts through the lens of critical and interpretive theories, a new generation of communication professionals and scholars will hone their skills of observation and interpretation—pointing not just toward better communication production, but better social understanding.

Professors will especially enjoy the opportunities for discussion this book provides, both through the essays and the "dialogue boxes" where college students provide responses to authors' ideas.

➔ **Suitable for upper level undergraduate communication theory and critical cultural theory courses.**

**Communication Across the Life Span**

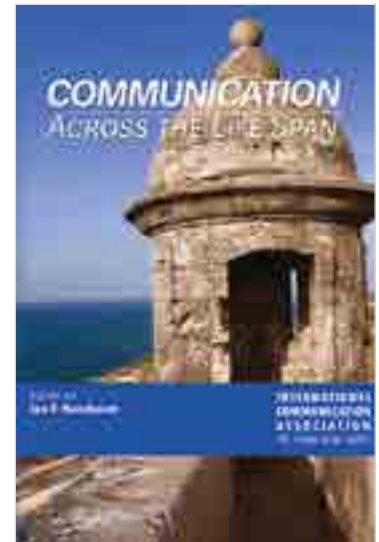
Edited by Jon F. Nussbaum

PB | US\$ 38.95 £24.00 SFR36.00 €29.90 €\*31.95  
€\*\*32.90 | 188 pp | 978-1-4331-3180-6

HC | US\$ 149.95 £92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-3181-3

ICA Annual Conference Theme Book Series; 3

As we grow up and grow old, embrace new experiences, try new roles, and adopt new technologies, our senses of time, space, connection, and identity are



fundamentally explored through communication. Why, how, with whom, and to what end humans communicate reflect and shape our ever-changing life span position. And while the "life span" can be conceived as a continuum, it is also one hinged by critical junctures and bound by cultural differences that can be better understood through communication.

The chapters in this collection, chosen from among the invited plenary speakers, top research papers, and ideas discussed in San Juan, explore the multiple ways communication affects, reflects, and directs our life transition. Capturing the richness and diversity of scholarship presented at the conference, chapters explore communication technologies that define a generation; communication and successful aging; stereotyping and family communication; sexual communication and physiological measurement; life span communication and the digital divide; and home-based care contexts across the world, among others.

➔ **Suitable for advanced undergraduate and graduate courses in life span communication, communication and aging, intergenerational communication, and media and society.**



## Contexts of the Dark Side of Communication

A Reader

Edited by Eletra S. Gilchrist-Petty  
& Shawn D. Long

PB | US\$ 46.95 £29.00 SFR44.00 €36.11  
€\*38.60 €\*\*39.70 | 978-1-4331-2749-6

HC | 978-1-4331-2750-2

Lifespan Communication: Children,  
Families, and Aging; 10

Research on the dark side of communication has typically been studied from a single standpoint confined to a specific context. As an intra-disciplinary project, this volume transcends the traditional unilateral perspective and focuses on a wide range of communication topics across a variety of contexts. From Interpersonal Communication, Organizational Communication, Computer Mediated Communication, and Health Communication, the volume presents a collection of essays that merge theory with practical application.

Chapter contributors write candidly and unapologetically about how they and various populations under investigation mitigate a wealth of dark side behaviors spanning sexualization, cyberstalking, bereavement, and various illnesses.

The different perspectives offer a lense though which students and academics can enhance their understanding of how dark side behaviors are experienced and communicated. They enlighten our understanding of the dark side of human communication, initiate thought-provoking conversations, and inspire future studies that advance the limitless inquisitions of contextual dark side research.

➔ **Suitable for undergraduate communication courses in interpersonal communication and introduction to organizational communication, undergraduate and graduate courses in the dark side of interpersonal communication, introduction to communication studies, communication theory, health communication, and social media, as well as undergraduate & graduate sociology courses in deviant behavior.**

## The Darker Side of Family Communication

The Harmful, the Morally Suspect, and the Socially Inappropriate

Edited by Loreen N. Olson & Mark A. Fine

PB | US\$ 42.95 £26.00 SFR40.00 €33.03 €\*35.30 €\*\*36.30 | 358 pp | 978-1-4331-2537-9

HC | US\$ 149.95 £92.00 SFR139.00 €115.35 €\*123.40 €\*\*126.90 | 978-1-4331-2538-6

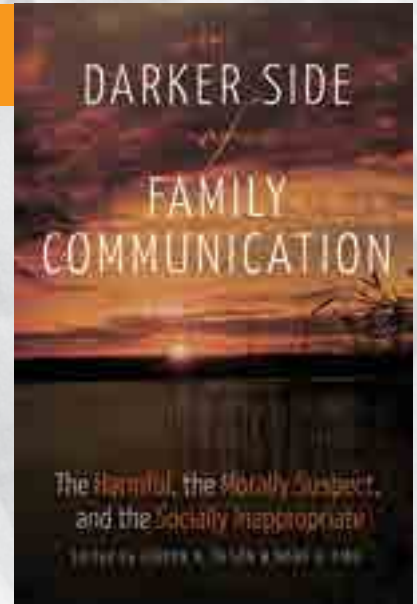
Lifespan Communication: Children, Families, and Aging; 5

This volume advances theory and research by presenting original, empirical studies as well as theoretical and methodological overviews on dark family communication processes.

Taking an interdisciplinary and international approach, the volume includes contributions from the most respected scholars in their specialty areas. It is the first published work on the dark side of family communication scholarship to include critical theorizing. This makes it an important contribution to family communication research in general and dark side work more specifically. Such chapters examine how gender, race, class, and sexual orientation impact and are impacted by dark family communication. In addition to a micro, interaction-based exploration of how social location and dark family communication processes intersect, some chapters offer more social critiques of dark family communication (and how it is socially constructed) at a macro-level.

The volume is intended for scholars, researchers, and graduate students interested in the dark side of family communication and family dynamics.

➔ **Suitable for advanced undergraduate or graduate courses in family communication, dark side of family communication, family processes, family dynamics, family conflict, and family stress and coping.**



## Table of Contents

Series Editor Preface | *Thomas J. Socha*

Shining Light on the Darkness: A Prologue |  
*Loreen N. Olson & Mark A. Fine*

### Part One: Individual Traits, Characteristics, and Behaviors

One: Mental Health Problems in Family  
Contexts | *Chris Segrin & Analisa Arroyo*

Two: The Impact of Maternal and Paternal  
Communication Dominance on Offspring's  
Negative Self-Talk, Depression, and  
Suicidality | *Michelle Miller-Day, Sam M.  
Dorros, & L. Edward Day*

Three: Parental and Sibling Behaviors that  
Encourage Daughters' Continued Eating  
Disorders: An Inconsistent Nurturing as  
Control Perspective. | *Ashley P. Duggan &  
Brielle Kilmartin*

Four: The ADHD-Diagnosed Child: Does Family  
Communication Environment Contribute  
to the Decision to Medicate? | *Danna M.  
Gibson, Lynne M. Webb, & Laveda I. Joseph*

Five: Dark Climates and Media Use in the  
Family: The Associations among Child  
Temperament, Maternal Mental Well-

Being, and the Frequency of Mothers'  
Use of Television Viewing to Soothe Their  
Children | *Ine Beyens & Steven Eggermont*

### Part Two: Family Interactions and Processes

Six: Marital Hostility and Parent-Youth Hostility  
During Early Adolescence | *Cheryl Buehler,  
Bridget B. Weymouth, & Nan Zhou*

Seven: Hurt Feelings in Family Relationships:  
Social Pain and Social Interaction | *Anita  
L. Vangelisti*

Eight: Problematic Intergenerational  
Communication and Caregiving in the  
Family: Elder Abuse and Neglect | *Mei-  
Chen Lin, Howard Giles, & Jordan Soliz*

Nine: Is Love Blind to Abuse? Factors  
Affecting Victims' Preferences for Love-  
Communication from Abusive Romantic  
Partners | *Jessica J. Eckstein*

### Part Three: Social, Cultural, and Historical Structures and Processes

Ten: "You say you love me, but you don't support  
me": Coming-Out Communication within  
Religious Family Contexts | *Chana Etengoff*

Eleven: Violence as Gendered Communication  
in Families | *Kristin L. Anderson*

Twelve: The Effects of Economic Pressure on  
Couple Communication, Parenting, and  
Child Cognitive Development | *Tricia K.  
Neppel, Jennifer M. Senia, & M. Brent Donnellan*

### Part Four: Methodological Considerations

Thirteen: Complicating the Dark Side of Family  
Communication Through Postpositivist,  
Interpretivist, and Critical Perspectives |  
*Sharde' Davis & Tamara D. Afifi*

Fourteen: Foucault, Poststructural Feminism,  
and the Family: Posing New Questions,  
Pursuing New Possibilities | *Lynn M.  
Harter, Charee M. Thompson, & Raymie  
Mckerrow*

Illuminating Darkness: An Epilogue | *Thomas  
J. Socha*

**Immigrant Workers and Meanings of Work**

Communicating Life and Career Transitions

Edited by Suchitra Shenoy-Packer & Elena Gabor

PB | US\$ 42.95 £26.00 SFR40.00 €33.03  
€\*35.30 €\*\*36.30 | 978-1-4331-2829-5

HC | US\$ 139.95 £86.00 SFR130.00 €107.65  
€\*115.20 €\*\*118.40 | 978-1-4331-2830-1

In a first-of-its kind book, this volume uniquely captures the meanings of work expressed by immigrants. Their stories - from work histories, to life transitions, and professional journeys - are conscientiously and rigorously mapped by the academic insights of communication scholars, many of whom are immigrants themselves.

Immigrant workers' narratives of work and its nuances in an adopted country offer many hitherto muted, invisible, and/or purposely silenced perspectives. Covering a variety of new and familiar terms, concepts such as career inheritance, aphorisms, cultural adaptation, acculturation, and cultural distance, to culture specific terms such as *ganas* and *consejos* are discussed alongside the inherent struggles of identity construction across borders.

While the contributors represent diversity in co-cultural affiliations, national origin, and immigration experiences encountered both personally and professionally, the stories of immigrants represent an even larger number of countries and cultures.

The volume compels the academic community to acknowledge immigrants as workers whose voices matter and whose sense and processes of meaning making is nuanced, complex, and multi-dimensional. Immigrant workers' voices can contribute significantly to the rich growth of research in organizational communication, meanings of work, career studies, cross-cultural management, psychology of work, and work and society.

➔ **Suitable for courses in Leadership and the Meaning of Work, The Meaning of Work, Organizational Culture & The Meaning of Work, and Order and Change in Society**

**A Survey of Scientific Communication Theory**

By Charles Pavitt

PB | US\$ 46.95 £29.00 SFR44.00 €36.11  
€\*38.60 €\*\*39.70 | 978-1-4331-3376-3

HC | US\$ 149.95 £92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-3377-0

This book provides a detailed survey of present-day scientific communication theory. It rejects the outmoded "levels" organizational scheme in favor of a system based on the underlying model and fundamental explanatory principle each theory presupposes. In doing so it shows the fundamental similarities among all communication-relevant contexts. Most theories included in the book are causal in nature, derived from one of three underlying models: message production, message reception, or interactive. A few theories take on a functional form, sometimes in dialectic or systemic versions. The book also includes an introductory chapter describing what is meant by scientific explanation, how that concept is instantiated in scientific communication theory, and delineating the three causal models prevalent in these theories.

➔ **Suitable for graduate and advanced undergraduate courses in communication theory, as well as being a useful resource for scholars.**

**The Discourse of Disability in Communication Education**

Narrative-Based Research for Social Change

Edited by Ahmet Atay & Mary Z. Ashlock

PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 204 pp | 978-1-4331-2932-2

HC | US\$ 159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-2933-9

This book examines the ways in which communicative practices influence the lives of students and faculty with disabilities in higher education.

Offering their own experiences as teachers and students, the authors use qualitative research methods, mainly narrative and autoethnography, to highlight the intersections among communi-



cation, disability, diversity, and critical communication pedagogy.

While embodying and emphasizing these connections, each chapter defines the notion of disability from a different point of view; summarizes the relevant literature; provides suggestions for different ways of improving the experiences of people with disabilities in higher education; promotes social change; and in some cases, promotes policy change.

Overall, the volume promotes more effective, mindful, honest, and caring interaction between able-bodied and disabled individuals.

➔ **Suitable for courses in communication education, communication pedagogy, communication in the classroom, and disability studies.**

ism is encoded in routine news content and channeled in more spectacular cases of media ritual. The book illuminates the dark matter of American journalism, a subsistent anti-rationalism that structures observable content. Chapters draw evidence from case studies that deploy content analysis, textual analysis, interviews of reporters and editors, and interviews of "dangerous" professors—such as Ward Churchill—caught up in media frenzies. The author hopes to stimulate awareness in professional practice and in journalism education—but also in the larger public of media consumers. The final chapter proposes a rationale for reform.

➔ **Suitable for undergraduate and graduate courses in media studies, communication, sociology, political science, journalism studies, media sociology, political communication, public opinion, sociology of ideas, and popular culture.**

**International News Flow Online**

Global Views with Local Perspectives

By Elad Segev

PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70  
€\*\*34.70 | 204 pp | 978-1-4331-2984-1 HC  
| US\$ 149.95 £92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-2985-8

Mass Communication and Journalism; 19

Why are some countries more newsworthy than others? What are the similarities and differences in the scope of international news presented in different languages and cultures? How does international news affect our perception of the world? In this book, Elad Segev explores international news flow on the internet by addressing these key questions.

He provides a comparative analysis of the international scope of online newspapers, news portals, and news aggregators in different languages and cultures, using innovative web mining techniques and network analysis. The book explores the theory of news flow around the world, and analyses many of its dimensions such as the global standing of the United States, the Middle Eastern conflicts as seen around the world, and the effect of financial news. In doing so, the

**JOURNALISM**

**Where Ideas Go to Die**

Anti-Intellectualism in American Journalism

By Michael McDevitt

PB | 978-1-4331-2348-1

HC | 978-1-4331-2349-8

Mass Communication and Journalism; 14

*Where Ideas Go to Die* explores anti-intellectualism as a form of social control in the practice, professional ideology, and epistemology of US journalism. The author documents how anti-intellectual-





book unveils new patterns, meanings and implications of international news on our perception of the world.

Following these insights, the author discusses the opportunities and challenges of studying international news flow online in the future, and how this field of research can be further developed theoretically and empirically.

➔ **Suitable for graduate courses on media, communication and journalism such as communication theory and international news.**

**The Funniest Pages**  
International Perspectives on Humor in Journalism

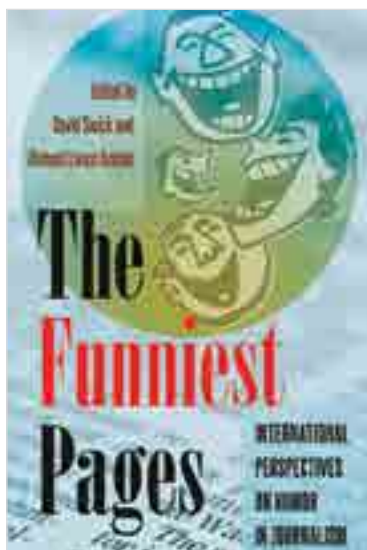
Edited by David Swick & Richard Lance Keeble

CB | US\$ 89.95 €55.00 €69.00 SFR83.00 €69.00  
€\*73.80 €\*\*75.90 | 978-1-4331-3099-1

Mass Communication and Journalism; 20

Charles Dickens, celebrated novelist and journalist, believed that his greatest ability as a writer was to make people laugh. Yet, to date, humor has been strangely marginalized in journalism, communication and media studies.

This innovative book draws together the work of seventeen writers to show that, starting in the 1640s English civil war through to our own time, humor has, indeed, been an important ingredient of journalism. Countries studied include Australia, Britain, Canada, Chile and the United States. Edited by David Swick and Richard Lance Keeble, *The Funniest*



*Pages* is divided into four sections: 'Seriously Funny, From Past to Present,' 'Unsolemn Columnists,' 'This Sporting Life' and a final section, 'Have Mouse, Will Laugh,' which looks at humor in online journalism. Chapters include: Joseph Addison, Richard Steele and the Birth of Social and Political Satire; Allen Ginsberg, *Mad Magazine*, and the Culture Wars of the 1950s; and John Clarke and the Power of Satire in Journalism.

➔ **Suitable for undergraduate, graduate and PhD level courses in journalism.**

**MEDIA**

**The Future of 24-Hour News**  
New Directions, New Challenges

Edited by Stephen Cushion & Richard Sambrook

PB | US\$ 46.95 €29.00 SFR44.00 €36.11  
€\*38.60 €\*\*39.70 | 978-1-4331-3046-5  
HC | US\$ 149.95 €92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-3047-2

Over the last thirty years, 24-hour television news channels have reshaped the practice and culture of journalism. But the arrival of new content and social platforms over recent years has challenged their power and authority, with fast changing technologies accelerating the speed of news delivery and reshaping audience behaviour.

Following on from *The Rise of 24-Hour News Television: Global Perspectives*

(Cushion and Lewis, 2010), this volume explores new challenges and pressures facing television news channels, and considers the future of 24-hour news.

Featuring a wide range of industry and academic perspectives, including the heads of some of the major international news channels (BBC Global News, Al Jazeera and Sky News, among others) as well as leading academics from around the world, contributors reflect on how well rolling television news is reinventing itself for digital platforms and the rapidly changing expectations of audiences.

Overall, the 24 chapters in this volume deliver fresh insights into how 24-hour news channels have either redefined rolling news journalism – or potentially could do – in order to remain relevant and effective in supplying continuous news for 21st century audiences.

➔ **Suitable for graduate or undergraduate courses in broadcast journalism, global reporting, and political communication.**

**Dangerous Discourses**  
Feminism, Gun Violence, & Civic Life

Edited by Catherine R. Squires

PB | US\$ 42.95 €26.00 SFR40.00 €33.03  
€\*35.30 €\*\*36.30 | 978-1-4331-3278-0  
HC | US\$ 149.95 €92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-3279-7

*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.

They 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, the volume 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.

➔ **Suitable for courses in media studies, women's studies, and sociology.**

**Digital Literacy**  
A Primer on Media, Identity, and the Evolution of Technology

By Susan Wiesinger & Ralph Belliveau

PB | US\$ 46.95 €29.00 SFR44.00 €36.11 €\*38.60  
€\*\*39.70 | 188 pp | 978-1-4331-2821-9

The Internet, World Wide Web, and digital devices have fundamentally changed the way people communicate, affecting everything from business, to school, to family, to religion, to democracy. This textbook takes a well-rounded view of the evolution from media literacy to digital literacy to help students better understand the digitally filtered world in which they live.

The text explores digital literacy through three lenses:

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

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

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

The text is ideal for media literacy, digital information literacy, and technology courses that seek to integrate human impact into



# The Mediated Youth Reader

Edited by Sharon R. Mazzarella

PB | US\$ 49.95 £31.00 SFR47.00 €38.42 €\*41.10 €\*\*42.30 | 280 pp | 978-1-4331-3288-9

HC | US\$ 159.95 £98.00 SFR148.00 €123.03 €\*131.60 €\*\*135.30 | 978-1-4331-3289-6

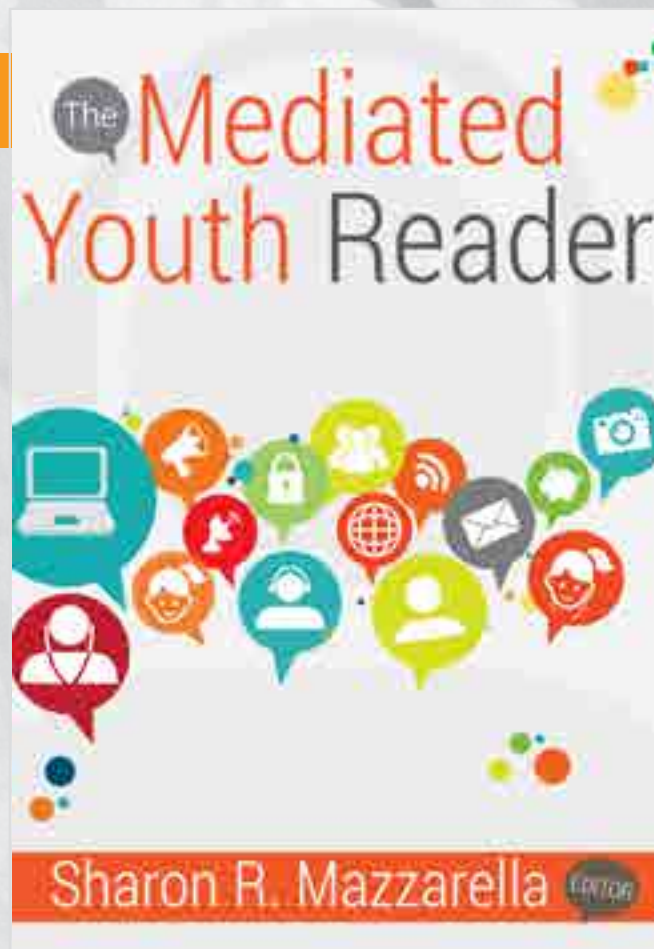
Mediated Youth; 27

Since the first book was signed almost ten years ago, the Mediated Youth series has published nearly two dozen volumes, with more in process or production. This milestone provides the perfect opportunity to reflect on how the series has evolved, how it has contributed to the field, and in which direction(s) it is moving.

The chapters reprinted in this volume have been selected to showcase the variety and diversity of topics published in the series. Grounded in cultural studies, they approach mediated youth through the lenses of race, ethnicity, gender, sexuality, religion, nationality, and technology. As a whole, they paint a multi-faceted, complex, and nuanced picture of the relationship between youth and media today, and demonstrate that there is no one, singular "youth." They remind us of the rich diversity of life experiences and media involvements of youth from a range of backgrounds, cultures, and countries.

These chapters serve not only as a retrospective collection of scholarship published in Peter Lang's Mediated Youth book series, but also as a roadmap to the diversity of scholarship characterizing the field of youth media studies during these years.

➔ Suitable for graduate or advanced undergraduate courses in youth studies, youth media and girls' studies.



## Table of Contents

Introduction: I Remember the Risotto - Sharon R. Mazzarella

### Part I: Identities and Girlhoods

1. Queering Girl Studies: Dialogical Languages and Performative Desires: From Queer Girls and Popular Culture: Reading, Resisting, and Creating Media (2007) | *Susan Driver*
2. Theorizing Narrative Discrepancies of Black Girlhood: From Black Girlhood Celebration: Toward a Hip-Hop Feminist Pedagogy (2009) | *Ruth Nicole Brown*
3. The "Dollification" of Riot Grrrls: Self-Fashioning Alternative Identities: From Doll Studies: The Many Meanings of Girls' Toys and Play | *Miriam Forman-Brunell & Jennifer Dawn Whitney, Eds. (2015) | Meghan Chandler and Diana Anselmo-Sequeira*
4. Breaking the Rules: Skater Girls: From "Girl Power": Girls Reinventing Girlhood (2009) | *Dawn H. Currie, Deirdre M. Kelly, and Shauna Pomerantz*

### Part II: Global Youth

5. Queering Tehran: Discovering Gay Rap in Iran: From Lost Histories of Youth Culture | *Christine Feldman-Barrett, Ed. (2015) | Elham Golpush-Nezhad*
6. Television and Transnational Relevance: From Mediated Identities: Youth, Agency & Globalization (2009) | *Diya C. McMillin*
7. Japan's "Cult of Mod!": From "We Are the Mods": A Transnational History of a Subculture (2009) | *Christine Feldman-Barrett*

### Part III: "Digital Natives"

8. "Enjoy Responsibly!": Young People as Brand Co-creators: From Pop Brands: Branding, Popular Music, and Young People (2010) | *Nicolas Carah*
9. Go Cyworld! Korean Diasporic Girls Producing New Korean Femininity: From Girl Wide Web 2.0: Revisiting Girls, the Internet, and the Negotiation of Identity | *Sharon R. Mazzarella, Ed. (2010) | Michelle S. Bae-Dimitriadis*

10. "How Many Peeps R on 4U?": IM As a Space for Identity Articulation: From Instant Identity: Adolescent Girls and the World of Instant Messaging (2007) | *Shayla Thiel Stern*
11. The Shrines to What They Love: Exploring Boys' Uses and Gratifications of Media in their Personal Spaces: From Mediated Boyhoods: Boys, Teens, and Young Men in Popular Media and Culture | *Annette Wannamaker, Ed. (2011) | Stacey J. T. Hust*

### Part IV: Representing Youth's Gender, Race and Ethnicity

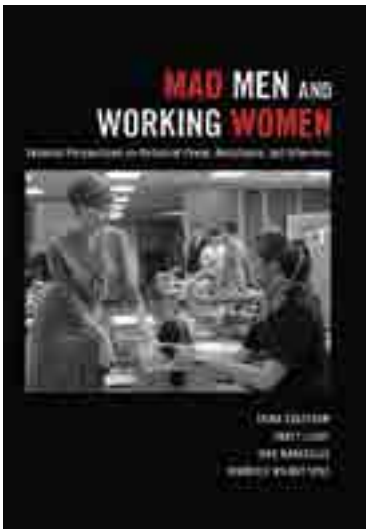
12. The Girl Gaze: Indies, Hollywood, and the Celluloid Ceiling: From Maiden USA: Girl Icons Come of Age (2008) | *Kathleen Sweeney*

13. Civilized Vampires Versus Savage Werewolves: Race and Ethnicity in the Twilight Series: From Bitten by Twilight: Youth Culture, Media, & the Vampire Franchise | *Melissa A. Click, Jennifer Stevens Aubrey, & Elizabeth Behm-Morawitz, Eds. (2010) | Natalie Wilson*
14. This Tween Bridge over My Latina Girl Back: The U.S. Mainstream Negotiates Ethnicity | *Mediated Girlhoods: New Explorations of Girls' Media Culture | Mary Celeste Kearney, Ed. (2011) | Angharad N. Valdivia*
15. When Boys Go Missing: Snatched: Child Abductions in U.S. News Media (2016) | *Spring-Serenity Duvall and Leigh Moscovitz*



the mix. It is also a good starting point for anyone wanting to know more about the impact of communication technologies on our lives.

➔ **Suitable for courses in digital information literacy, media literacy, media and technology**



**Mad Men and Working Women**  
Feminist Perspectives on Historical Power, Resistance, and Otherness

By Erika Engstrom, Tracy Lucht, Jane Marcellus & Kimberly Wilmot Voss

» **Now in Paperback!**

PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*\*33.70  
€\*\*34.70 | 210 pp | 978-1-4331-3330-5

Now available in paperback, and with a revised conclusion to reflect the end of the program, this book offers interpretive and contextual tools to read the AMC television series *Mad Men*, providing a much-needed historical explanation and exposition regarding the status of women in an era that has been painted as pre- or non-feminist.

In chapters aimed at helping readers understand women's lives in the 1960s, *Mad Men* is used as a springboard to explore and discover alternative ways of seeing women. Offering more than a discussion of the show itself, the book offers historical insight for thinking about serious issues that "modern" working women continue to face today: balancing their work and personal lives, competing with other women, and controlling their own bodies and reproductive choices.

Rather than critiquing the show for portraying women as victims, the book shows subtle (and sometimes not-so-

subtle) ways that feminism functioned in an era when women were supposedly caught between the "waves" of the women's movement but when, the authors argue, they functioned nonetheless as empowered individuals.

By doing so, it provides historical context and analysis that complicates traditional interpretations by (1) exploring historical constructions of women's work; (2) unpacking feminist and non-feminist discourses surrounding that work; (3) identifying modes of resistance; and (4) revisiting forgotten work coded as feminine.

➔ **Suitable for courses in communication and media studies, gender studies and women's studies**

**Intercultural Communication as a Clash of Civilizations**  
Al-Jazeera and Qatar's Soft Power

By Tal Samuel-Azran

PB | US\$ 38.95 £24.00 SFR36.00 €29.90  
€\*31.95 €\*\*32.90 | 978-1-4331-2263-7

HC | US\$ 139.95 £86.00 SFR130.00 €107.65  
€\*115.20 €\*\*118.40 | 978-1-4331-2264-4

Critical Intercultural Communication Studies; 18

This book argues that Al-Jazeera is not an agent of globalization, as is widely argued, but a tool used by the Qatari government to advance its political as well as Islamist goals. The book also maps the Western tendency to reject the network outright despite Al-Jazeera's billion-dollar investments designed to gain entrance into Western markets; it shows empirically that this rejection is similarly rooted in religious, cultural and national motives. The book asserts that the main outcome of Al-Jazeera's activities is the promotion of religious and cultural conflicts. The network persistently portrays global events through the prism of conflicting religious and cultural values -- propelling a clash of civilizations as per Samuel P. Huntington's well-known thesis.

➔ **Suitable for advanced level courses in Trends in Global TV and Intercultural Communication, and introductory and advanced level courses in International Communication, and International Relations**

**Understanding New Media**  
Extending Marshall McLuhan—Second Edition

By Robert K. Logan

PB | US\$ 48.95 £30.00 SFR45.00 €37.30  
€\*39.95 €\*\*41.00 | 978-1-4331-3147-9

Understanding Media Ecology; 2

Marshall McLuhan made many predictions in his seminal 1964 publication, *Understanding Media: Extensions of Man*. Among them were his predictions that the Internet would become a "Global Village," making us more interconnected than television; the closing of the gap between consumers and producers; the elimination of space and time as barriers to communication; and the melting of national borders. He is also famously remembered for coining the expression "the medium is the message." These predictions form the genesis of this updated volume by Robert Logan, a friend and colleague who worked with McLuhan. In this second edition of *Understanding New Media* Logan expertly updates McLuhan's *Understanding Media* to analyze the "new media" McLuhan foreshadowed and yet was never able to analyze or experience. The book is designed to reach a new generation of readers as well as appealing to scholars and students who are familiar with *Understanding Media*.

Dr. Logan plans to update the book every year in January on the following Web sites:

- [http://www.researchgate.net/profile/Robert\\_Logan5/publications](http://www.researchgate.net/profile/Robert_Logan5/publications)
- <http://utoronto.academia.edu/RobertKLogan>.

He encourages dialogue with his readers and will respond to any email with comments or questions:  
[logan@physics.utoronto.ca](mailto:logan@physics.utoronto.ca)

➔ **Suitable for undergraduate and graduate courses in communications and supporting text for English courses.**



**The Future of the Library**  
From Electric Media to Digital Media

By Robert K. Logan & Marshall McLuhan

PB | US\$ 42.95 £26.00 SFR40.00 €33.03 €\*\*35.30  
€\*\*36.30 | 238 pp | 978-1-4331-3264-3 |

Understanding Media Ecology; 3

Originally written in the late 1970s, this book was untouched for more than 35 years. McLuhan passed away before it went to press, but Logan always intended to finish it. Even though much has changed in the three decades since work on the project was halted, many of the points that McLuhan and Logan made in the era of 'electric media' are highly cogent in the era of 'digital media.'

Looking at the future of the library from the perspective of McLuhan's original vision, Logan has carefully updated the text to address the impact of the Internet and other digital technologies on the library. McLuhan prophetically foreshadowed the transformative effect that computing would have on "mass library organization," saying it would become obsolescent. It is perhaps no coincidence that a key theme of the book is that libraries must strive to create context given today's hyper information overload. The authors believe this task can be achieved by putting together a compact library of books providing an overview of human culture and scholarship.

This is book is based on the original text that McLuhan and Logan wrote. Logan's updates are integrated in the main text and clearly identified by markers. This preserves the flow of the origi-

nal text and at the same time provides updates in the context of the original study. Other significant updates include two new chapters: Chapter 6 provides a LOM (Laws of the Media) treatment of the new post-McLuhan digital media, and Chapter 7 discusses the impact of these media on today's library. A second part to the concluding Chapter has been added to update some of the conclusions reached in 1979, and there is also a new preface.

➔ **Suitable for introductory courses and technology courses in Library Science programs world-wide as well as for all library collections.**

**Media Business Models**

Breaking the Traditional Value Chain

Edited by Joan Cuenca & Klaus Zilles

PB | US\$ 42.95 £26.00 SFR40.00 €33.03  
€\*35.30 €\*\*36.30 | 978-1-4331-3178-3

HC | US\$ 149.95 £92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-3179-0

The business models of traditional media are experiencing a profound crisis. One of the core issues of this crisis is the increasing breakdown of the value chain model – a model based on the numbers of readers, viewers, and users which the mass media can “sell” in exchange for advertising revenue.

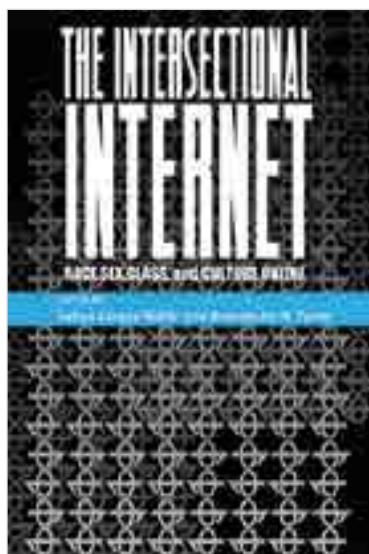
These formerly stable models of the media value chain are in perpetual flux, requiring adaptation to the rapid changes in technology and the volatility of user preferences.

Can media companies cope with these new circumstances and at the same time fulfill their traditional roles?

This volume addresses this question, and others, to explore scenarios, phenomena, and developments which point to new configurations arising from new media business models, innovative ways in which media practitioners engage their audiences, intercontinental media phenomena, user-generated content, and the general disconnect between print and online media paradigms.

Contributors point to a way out of the general bewilderment, providing answers to frequently asked questions, and ideas for new guidelines and solutions.

➔ **Suitable for undergraduate and graduate level students on Communication and Information theories and upper level classes on Media Analysis, Political Communication, Media and Popular Culture, Media and New Technology, such as Analysis of Media and Introduction to Digital Studies.**



**The Intersectional Internet**  
Race, Sex, Class, and Culture Online

Edited by Safiya Umoja Noble & Brendesha M. Tynes

PB | US\$ 38.95 £24.00 SFR36.00 €29.90  
€\*31.95 €\*\*32.90 | 978-1-4331-3000-7

HC | 978-1-4331-3001-4

Digital Formations; 105

From race, sex, class and culture, the multidisciplinary field of internet studies needs theoretical and methodological approaches that allow us to question the organization of social relations that are embedded in digital technologies, and that foster a clearer understanding of how power relations are organized through technologies.

Representing a scholarly dialogue among established and emerging critical media and information studies scholars, this volume provides a means of foregrounding new questions, methods, and theories which can be applied to digital media, platforms, and infrastructures. These inquires include, among others, how representation to hardware, soft-

ware, computer code, and infrastructures might be implicated in global economic, political, and social systems of control.

Contributors argue that more research needs to explicitly trace the types of uneven power relations that exist in technological spaces. By looking at both the broader political and economic context and the many digital technology acculturation processes as they are differentiated intersectionally, a clearer picture emerges of how under-acknowledging culturally situated and gendered information technologies are impacting the possibility of participation with (or purposeful abstinence from) the Internet.

➔ **Suitable for undergraduate and graduate courses in internet studies, library and information studies, communication, sociology and psychology. It is also ideal for researchers with varying expertise and will help to advance theoretical and methodological approaches to internet research.**

**Digital Proxemics**

How Technology Shapes the Ways We Move

By John A. McArthur

PB | US\$ 40.95 £25.00 SFR38.00 €31.50  
€\*33.70 €\*\*34.70 | 978-1-4331-3186-8

HC | US\$159.95 £98.00 SFR148.00 €123.03  
€\*131.60 €\*\*135.30 | 978-1-4331-3187-5

Digital Formations; 110

The study of proxemics –the human use of space– is reimagined for the digital age in this book, a compelling examination of the future of the ways we move. Whereas much writing on the subject focuses on what digital technology might do for us, this book explores what the same technology might do to us.

Combining dynamic stories, cutting-edge research, and deep reflection on the role of space in our lives, *Digital Proxemics* examines the ways that our uses of physical and digital spaces and our uses of technology are converging. It investigates the role of digital communication in proxemics, offering explorations of the ways digital technology shapes our personal bodily movement, our interpersonal negotiation of social space, and our navigation of public spaces and plac-



es. Through the lens of information and user-experience design, it adds forbidden spaces, ubicomp, augmented reality, digital surveillance, and virtual reality to the growing lexicon surrounding proxemics. The result is a spatial turn in the study of digital technology and a digital turn in the study of proxemics.

As our culture changes, our ability to make choices about how to move will be called into question, as will our expectations for what roles technology will play in our lives. As we navigate this intersection Digital Proxemics is at once a valuable lens through which we can view our shifting culture, a cautionary tale through which we might envision problematic outcomes, and an optimistic projection of possibility for the future of human communication and technology interaction.

➔ **Suitable for courses in human communication, proxemics and digital technology.**

**News for a Mobile-First Consumer**

By Paula M. Poindexter

PB | 978-1-4331-2840-0

HC | 978-1-4331-2841-7

The rapid adoption of mobile devices has created a new type of consumer that has chosen smartphones and tablets over laptop and desktop computers, 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 mobile 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.

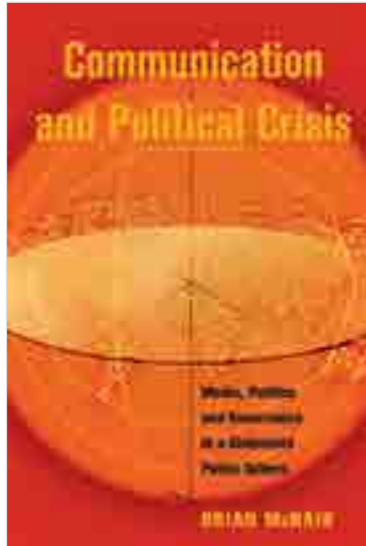
As the first book to explore news and consumers in the mobile sphere, this is required reading for scholars and professionals as well as undergraduate and graduate students enrolled in journalism, communication, strategic communications, advertising, media and society, marketing, and technology courses.

➔ **Suitable for undergraduate and graduate level courses in media and society, journalism and media fundamentals, and mobile classes.**

### Table of Contents

- List of Illustrations, Preface, Acknowledgements
- 1. The Smart Mobile Landscape
- 2. News in the Mobile Age
- 3. Social Media's Role on the Mobile Stage
- 4. News Consumers' Preferences in a Mobile Environment
- 5. Millennials in a Mobile News and Social Media World
- 6. Race, Ethnicity, and Mobile
- 7. Women and Men: Divided and Connected in the Mobile Space
- 8. Political Identity, Political News, and

- Mobile
- 9. Doing Mobile Journalism
- 10. The Future of News in a Crowded Mobile Landscape
- Appendix , References, Index



### Communication and Political Crisis: Media, Politics and Governance in a Globalized Public Sphere

By Brian McNair  
 PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70 €\*\*34.70 | 978-1-4331-2420-4  
 HC | US\$ 149.95 £92.00 SFR139.00 €115.35 €\*123.40 €\*\*126.90 | 978-1-4331-2421-1  
 Global Crises and the Media; 16

*Communication and Political Crisis* explores the role of the global media in a period of intensifying geopolitical conflict. Through case studies drawn from domestic and international political crises such as the conflicts in the Middle East and Ukraine, leading media scholar Brian McNair argues that the digitized, globalized public sphere now confronted by all political actors has produced new opportunities for social progress and democratic reform, as well as new channels for state propaganda and terrorist spectacles such as those performed by Islamic State and Al Qaeda. In this major work McNair argues that the role of digital communication will be crucial in determining the outcome of pressing global issues such as the future of femi-

## Social Media in the Classroom

Edited by Hana S. Noor Al-Deen

PB | US\$ 40.95 £25.00 SFR38.00 €31.50 €\*33.70 €\*\*34.70 | 978-1-4331-2904-9

HC | US\$ 149.95 £92.00 SFR139.00 €115.35 €\*123.40 €\*\*126.90 | 978-1-4331-2905-6

This book provides a comprehensive resource for teaching social media in advertising, public relations, and journalism at the upper-level undergraduate and graduate level.

With 12 chapters by contributors from the U.S., U.K., and Australia, the volume provides original scholarly work which encompass a wide range of methodologies, theories, and sample assignments for implementing social media.

It is an excellent resource for preparing students to translate their personal knowledge of social media into professional skills for success in the job market.

➔ **Suitable for upper-level undergraduate and graduate courses in advertising, public relations, and journalism such as New Media in Marketing, Social Media Strategy, Public Voice Through Social Media.**

### Table of Contents

Foreword - Stanley J. Baran

#### PART I: APPLYING SOCIAL MEDIA IN TEACHING ADVERTISING

- 1 Digitally Driving Student Engagement to Improve Pedagogical Outcomes | *Gwyneth Howell and Rohan Miller*
- 2 Connectivism and the Classroom: Translating Theory into Teaching | *Regina Lewis and Brandi Watkins*
- 3 Being Your Own Chief Marketing Officer: Student Perceptions of Personal Branding | *Holly Kathleen Hall and Mary Jackson Pitts*
- 4 Social Media and Applied Learning | *Hana S. Noor Al-Deen*

#### PART II: APPLYING SOCIAL MEDIA IN TEACHING PUBLIC RELATIONS

- 5 Taming the Social Media Data Deluge: Using Social Media Research Methods in the Public Relations Classroom | *Kathleen Stansberry*
- 6 Drop and Give Me 20 (Social Media Platforms): Using Boot Camp to Teach Social Media Strategy | *Melissa L. Janoske, Rowena L. Briones, and Julia Daisy Fraustino*
- 7 The Art of Tweeting: Integrating Primary Social Media Research into a Public Relations Writing Course | *Beth L. Sundstrom and Abbey Blake Levenshus*
- 8 New Technologies for Social Media and Public Relations Education | *Melissa D. Dodd and Thibault Adda*

#### PART III: APPLYING SOCIAL MEDIA IN TEACHING JOURNALISM

- 9 Challenging the Newsroom Paradigm: Four Nations' Journalism Students Interrogate Critical Global Issues through Social Media | *David Baines and Melissa Wall*
- 10 Storytelling 2.0: Using Social Media Tools to Craft Multimedia Stories | *Leigh Landini Wright*
- 11 Using Network Analytic Tools to Teach Social Media Impact on Citizen Journalism | *K. Hazel Kwon*
- 12 Going on a News Consumption Diet: Engaging Students in Meaningful Current Events Discussions through Social Media | *Melony Shemberger*

Index

nism and gay rights, freedom of speech and media, and democracy itself.

➔ **Suitable as a supplementary text for courses in Political Communication, Journalism and Conflict, Public Relations, and Digital Media.**

Part I: Trends and theories

- Chapter 1. The new chaotics
- Chapter 2. Fifty shades of freedom: The democratic century
- Chapter 3. The globalized public sphere and the non-linear dynamics of cultural chaos

Part II: Consequences and cases

- Chapter 4. The communication crisis of democratic governance
- Chapter 5. Communication and the crisis of authoritarian control
- Chapter 6. Non-State actors, communication and politics
- Chapter 7. Beyond chaos?
- Bibliography

**Reporting Human Rights**

By Susana Sampaio-Dias

HC | 978-1-4331-2960-5

Global Crises and the Media; 20

*Reporting Human Rights* provides a systematic examination of human rights news and reporting practices from inside the world of television news production.

Taking an interdisciplinary perspective, the book discusses the potential of journalism in contributing to human rights protection, awareness and debate, in ignoring, silencing or misrepresenting human rights issues around the world or, in extreme situations, in inciting hatred, genocide and crimes against humanity. It provides insight into how journalists translate human rights issues, revealing different reporting patterns and levels of detail in reporting, and suggesting different levels of engagement to human rights problems.

The book explains the most important factors that encourage or limit the coverage of human rights news. Grounded in a close-up examination of the news production processes and key moments where possible human rights stories are contemplated, decided or eventually

ignored, the book opens up new insights into the complexities and constraints of human rights reporting today.

➔ **Suitable for advanced undergraduate and graduate courses in journalism, media and communication modules - global journalism, peace journalism, international human rights, and specialized writing and reporting**

**PUBLIC RELATIONS**

**Entertainment Public Relations**  
Communicating with Audiences

By Carol Ames

PB | US\$ 46.95 £29.00 SFR44.00 €36.11  
€\*38.60 €\*\*39.70 | 978-1-4331-3054-0

Every show needs an audience. Where are they? How do we find them? How do we reach them? How do we motivate them to buy tickets?

This informative book provides an essential look at the public relations strategies, tactics, and tools that have put Hollywood entertainment at the center of global popular culture. It uniquely focuses on the public relations cycle in each segment of the entertainment industry. The PR cycle is a pattern recognized by seasoned insiders. PR cycles connect strategy to benchmarks in product development, production, and distribution, as well as to seasons and industry events.

Chapters focus on the basics and challenges of successful public relations for: blockbuster motion pictures; independent films; network, syndicated, and streaming television; personal publicity and celebrity representation; award events; music; video games; sports; and tourism. It includes charity tie-ins, public service campaigns, and corporate public relations, as well as using digital and social media for two-way conversations with audiences.

Sidebars called "The Entertainment PR Toolbox" give examples and instructions for writing effective entertainment media releases; media alerts; press statements; pitches; PSAs; social media postings; and campaign proposals.

Other sidebars called "The Biz Markets Itself" analyze the ways industry organi-

zations use events such as the Academy Awards and the Super Bowl to build public awareness and place their industries at the center of popular culture.

This book is a valuable resource for those who already know the basic strategies, tactics, and tools of PR and for those who want to learn them in the context of the rapidly changing field of entertainment and tourism marketing.

➔ **Suitable for undergraduate and graduate courses in public relations, entertainment PR, entertainment marketing, and business entertainment**

**Handbook for the Crisis Communication Center**

By Bolanle A. Olaniran & Juliann C. Scholl

PB | US\$ 46.95 £29.00 SFR44.00 €36.11  
€\*38.60 €\*\*39.70 | 978-1-4331-2433-4

HC | US\$ 149.95 £92.00 SFR139.00 €115.35  
€\*123.40 €\*\*126.90 | 978-1-4331-2434-1

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.

➔ **Suitable 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.**



# AUTHOR INDEX

- Adeniji-Neill, Dolapo . . . . . 2  
Ahlquist, Roberta . . . . . 16  
Alvermann, Donna E. . . . . 20  
Ames, Carol . . . . . 30  
Andrews, B.W. . . . . 19  
Ashby, Christine . . . . . 17  
Ashlock, Mary Z. . . . . 24  
Atay, Ahmet . . . . . 24  
Ayers, William . . . . . 11
- Bass, Lisa . . . . . 2  
Beliveau, Ralph . . . . . 25  
Bernheimer, Susan . . . . . 17  
Bintliff, Amy Vatne . . . . . 18  
Blair, Eleanor J. . . . . 6  
Blake, Brett Elizabeth . . . . . 19  
Blake, Robert W. . . . . 19  
Bloomfield, David C. . . . . 15  
Bower, Joe . . . . . 16  
Buitenhuis, Eelco B. . . . . 11
- Calafell, Bernadette Marie . . 18  
Cameron, Erin . . . . . 10  
Chávez, Alicia Fedelina . . . . 4  
Colley, Kabba E. . . . . 13  
Cosier, Meghan . . . . . 17  
Coughlan, Ryan W. . . . . 7  
Crosby, Dorian Brown . . . . . 2  
Cuenca, Joan . . . . . 28  
Cushion, Stephen. . . . . 25
- Danforth, Scot . . . . . 17  
De Abreu, Belinha S. . . . . 20  
Dei, George J. Sefa . . . . . 18  
Deimann, Markus . . . . . 17  
DeVitis, Joseph L. . . . . 4, 8  
DiAngelo, Robin . . . . . 4
- Engstrom, Erika . . . . . 27
- Fine, Mark A. . . . . 23  
Gabel, Susan L. . . . . 17  
Gabor, Elena . . . . . 24  
Garlen, Julie C. . . . . 10  
Gilchrist-Petty, Eletra S. . . . 23  
Giles, Howard . . . . . 22  
Gorski, Paul. . . . . 16  
Goss, Brian Michael . . . . . 21  
Gould, Mary Rachel . . . . . 21  
Green, Keisha . . . . . 2  
Guerra, Norma . . . . . 3
- Harshman, Jason R. . . . . 3  
Heller, Caroline . . . . . 11  
Hinchey, Patricia H. . . . . 15  
Hurtig, Janise. . . . . 11
- Itzkoff, Seymour W. . . . . 18
- Jang, Jennifer J.J. . . . . 5  
Jardine, David W. . . . . 12  
Jiménez, Karleen Pendleton. 3  
Johnson, Brian C. . . . . 3  
Justice, Sean . . . . . 21
- Kallaway, Peter . . . . . 5  
Kalman, Judy. . . . . 20  
Kashani, Tony. . . . . 19  
Keeble, Richard Lance . . . . 25  
Kilborn, Michelle . . . . . 13  
Knobel, Michele . . . . . 20, 21
- Ladson-Billings, Gloria. . . . 11  
Lankshear, Colin . . . . . 21  
Larremore, April . . . . . 17  
Lesage, Frédéric . . . . . 13  
Logan, Robert K. . . . . 27  
Long, Shawn D. . . . . 23  
Longerbeam, Susan Diana . . . 4  
Lordan, Meredith . . . . . 18
- Lucas, Robert M. . . . . 12  
Lucht, Tracy. . . . . 27  
Lysgaard, Jonas Andreasen . 16
- Maass, Anne . . . . . 22  
Marcellus, Jane. . . . . 27  
Mazzarella, Sharon R. . . . . 26  
McArthur, John A. . . . . 28  
McDevitt, Michael . . . . . 24  
McLaren, Peter . . . . . 9  
McLuhan, Marshall . . . . . 27  
McMaster, Christopher. . . . . 5  
McNair, Brian . . . . . 29  
Medina, Yolanda . . . . . 6  
Montaño, Theresa . . . . . 16  
Mooney, Brian . . . . . 10  
Morris, Marla . . . . . 12  
Mungai, Anne. . . . . 2  
Murphy, Caterina . . . . . 5
- Nash, Robert J. . . . . 5  
Noble, Safiya Umoja . . . . . 28  
Noor Al-Deen, Hana S. . . . . 29  
Nussbaum, Jon F. . . . . 22
- Olaniran, Bolanle A. . . . . 30  
Olson, Loreen N. . . . . 23
- Paraskeva, João M. . . . . 13, 14  
Pavitt, Charles . . . . . 24  
Pedro-Carañana, Joan . . . . . 21  
Peters, Michael A. . . . . 17  
Poindexter, Paula M. . . . . 28  
Polson, Erika . . . . . 21
- Reitz, Charles. . . . . 11  
Reynolds, William M. . . . . 18  
Roberts, Kathleen Glenister . 21  
Russell, Constance. . . . . 10
- Sadovnik, Alan R. . . . . 7  
Sambrook, Richard. . . . . 25  
Sampaio-Dias, Susana . . . . . 30  
Samuel-Azran, Tal . . . . . 27  
Sandlin, Jennifer A. . . . . 10  
Sasso, Pietro A. . . . . 4  
Scholl, Juliann C. . . . . 30  
Segev, Elad . . . . . 24  
Seidel, Jackie . . . . . 12  
Semel, Susan F. . . . . 7  
Shenoy-Packer, Suchitra. . . . 24  
Shields, Carolyn M. . . . . 15  
Sirois, André . . . . . 19  
Squires, Catherine R. . . . . 25  
Staples, Jeanine M. . . . . 2  
Stead, Virginia . . . . . 5  
Steinberg, Shirley R. . . . . 14  
Sughrua, William M. . . . . 4  
Swartz, Rebecca . . . . . 5  
Swick, David . . . . . 25
- Tate, William . . . . . 11  
Thomas, P.L. . . . . 16  
Tilley-Lubbs, Gresilda A. . . . 15  
Turenne, Ella . . . . . 2  
Tynes, Brendesha M. . . . . 28
- Voss, Kimberly Wilmot. . . . . 27
- Wiesinger, Susan . . . . . 25
- Yildiz, Melda N. . . . . 20  
Zilles, Klaus. . . . . 28  
Zurbier, Peter . . . . . 13

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