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INTERNATIONAL ACADEMIC PUBLISHER

2017 SPRING

MULTIDISCIPLINARY
TEXTBOOK CATALOGUE



Education



Media & Communication



Black Studies



Diversity



Latino/a Studies





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Spring 2017

Dear colleagues and customers,

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

In Education, we are delighted to introduce some of our excellent new projects, including *Anti-Islamophobic Curriculums* written by Rahat Zaidi and *Leading While Black: Reflections on the Racial Realities of Black School Leaders Through the Obama Era and Beyond* written by Floyd Cobb. Robin Boylorn's second edition of *Sweetwater: Black Women and Narratives of Resilience* comes out this spring along with a timely new reader edited by C. P. Gause, *Leadership, Equity, and Social Justice in American Higher Education* including pieces from Ty-Ron M. O. Douglas, Gust A. Yep, Jay Poole, Kimmika Williams-Witherspoon, Pearlle Strother-Adams, and more. Awards and accolades for our Education titles include Society of Professors of Education book award winners, *Border Crossing "Brothas": Black Males Navigating Race, Place, and Complex Space* by Ty-Ron Douglas, *The New Reality for Suburban Schools: How Suburban Schools Are Struggling with Low-Income Students and Students of Color in Their Schools* by Jessica T. Shiller, *The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education* edited by Erin Cameron and Constance Russell, and *A Critical Action Research Reader* Edited by Patricia H. Hinchey.



Our Media and Communication program is equally strong this season, with many timely new releases including *How Communication Scholars Think and Act* by Julien C. Mirivel and *Terrorizing the Masses: Identity, Mass Shootings, and the Media Construction of "Terror"*, by Ruth DeFoster. The second edition of Barbara Mueller's *Dynamics of International Advertising* will be an updated essential for any student of media and communication, and Lance Strate's *Media Ecology* is the premiere text on the subject.

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

Best wishes,

Best wishes,

Farideh Koohi-Kamali

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

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

CRITICAL BLACK STUDIES READER

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

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

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

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Part 1: Theories of Critical Black Studies

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1. Remarks on Frantz Fanon's Thought: Deconstructing "White Mythologies" | *Domenica Maviglia*
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3. Transnationalism: Competing Definitions, Individual Agency in an Age of Globalization, and Research Trends | *G. Sue Kasun*
4. The New Face of Humanitarian Intervention and Arab-African Recolonization | *Reynaldo Anderson and D. L. Stephenson*
5. Decolonizing the Black Male Body: An Anticolonial Perspective | *Pierre W. Orelus*

Part 2: Sociopolitical and Cultural Aesthetics in Black Studies

Introduction

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

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

Part 3: Queer and Transgender Issues in Black Studies

Introduction

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15. An African American's Reflections Through Erotic Mythology | *Nwachi Tafari*
16. Masculinity and the Black Man in a Heteronormative World | *Michael A. Brown and Paul Chamness Miller*
17. "Passing for White, Passing for Man": Johnson's The Autobiography of an Ex-Colored Man as Transgender Narrative | *C. Riley Snorton*
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23. Beyond Charisma: Critiquing the Embedded Imaginary of Black Leadership in Hip Hop and Black Social Movements | *Andreana Clay*
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25. Village Pedagogy: Empowering African American Students to Be Activists | *Shuntay Z. McCoy and Tiffany G. B. Packer*
26. The Sting of a WASP: An Autoethnographic Account of a Black Administrator in Student Affairs | *Nathan Stephens*
27. From Slavery to SlutWalk: Brown Bodies and the Misguided Politics of Sexual Agency | *Emelyn A. dela Peña, Jollene Levid, and Barbra Ramos*
28. What Can We Learn from the SNCC and Civil Rights in Mississippi? | *Rochelle Brock*

BLACK STUDIES

JAMES L. CONYERS, JR. (ED.)

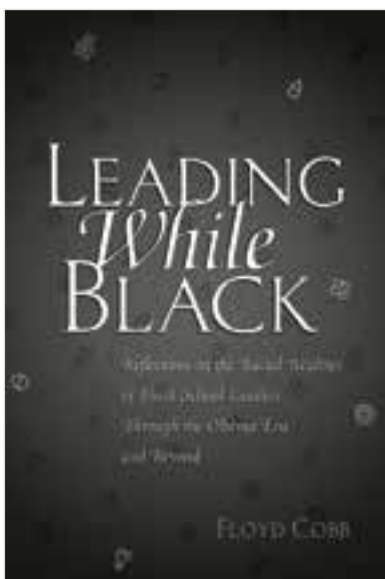
MOLEFI KETE ASANTE A Critical Afrocentric Reader

- Black Studies and Critical Thinking. Vol. 75
- PB. ISBN 978-1-4331-1245-4 | CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4134-8 | CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-1246-1 | CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

Conceptually, the formation of *Molefi Kete Asante: A Critical Afrocentric Reader* is a reflexive analysis of my space in the academy of higher education, over the past three decades. In an historical assessment this reader is an epic, which offers a constructive perspective of the subject. Truly, the sheer mentioning of the word Afrocentricity draws reaction, fear, and response from either uniformed or conventional personnel. Nonetheless, this reader endeavors to organize Asante's writings in four categories: (1) History; (2) Mythology; (3) Ethos; and (4) Motif. Arranged theoretically, these are the four stations which describe and evaluate culture from an Afrocentric perspective. To some, this study offers an assessment of the body of literature Asante has produced and continues to position the philosophy and ideals of the Afrocentric movement internationally. In the context of being a public intellectual, the core of Asante's analysis draws inference of locating Africana occurrences in place, space, and time. Advancing this idea onward, the purpose of this presage assigns scholars in the field and function of Africana Studies, to contribute to the intellectual history of W. E. B. DuBois, Maria Stewart, Carter G. Woodson, Jon Henrik Clarke, and the countless others to advance research and writing. For many cynics and associates, we have not vetted in probing the scholarship of Asante. Directly or indirectly, Asante offers a foundation of an optimist in formatting the outliers of breakdown and

breakthroughs for victorious thought of an Afrocentric perspective.

➔ **Ideal for courses including Seminar in African American Studies, Research Methods in Africana Studies, and the Afrocentric Idea**



FLOYD COBB

LEADING WHILE BLACK

Reflections on the Racial Realities of Black School Leaders Through the Obama Era and Beyond

- Black Studies and Critical Thinking. Vol. 76
- PB. ISBN 978-1-4331-3443-2 | CHF44.00 / €35.80 / €A39.40 / €P38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4140-9 | CHF47.00 / €35.80 / €A43.00 / €P42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3444-9 | CHF93.00 / €75.00 / €A82.50 / €P80.95 / £60.00 / US\$89.95

What does it mean to lead while Black in America? How do Black educators lead for equity to ensure a quality academic experience for Black children when calls for equality are routinely discredited in our post-racial context? Through this book, Floyd Cobb passionately and honestly draws from his personal and professional experiences to describe his path to accepting the harsh realities of being an equity-minded Black leader in K–12 schools. Offered through the performance of autoethnography, Cobb highlights and gives voice to the often-unacknowledged

vulnerability of equity-minded Black leaders who work in suburban contexts. Using the era of the Obama presidency as the backdrop for this work, Cobb illuminates the challenges and complexities of advocating for marginalized children who come from a shared racial heritage in a society that far too often are reluctant to accept such efforts. Through *Leading While Black*, emerging and aspiring Black leaders will be reminded that they are not alone in their struggles, but must nonetheless persist if we are to do our part in making education a better experience for our children.

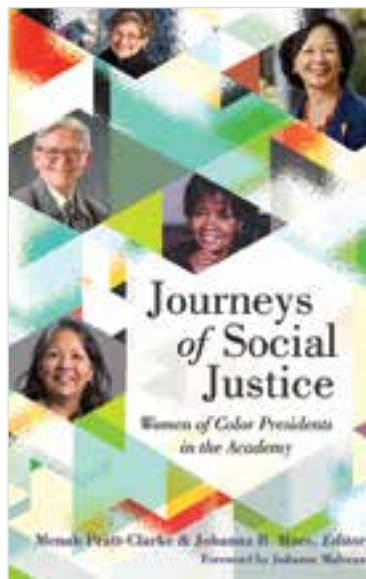
➔ **Ideal for Graduate School of Education Courses including Multicultural Issues and Trends, History of Black Education in the U.S., Conceptual Cases in Administration and Supervision, Contemporary Issues in Cultural Diversity, Leadership Studies, Critical Race Theory in Education, Social Political Context of Higher Education, Diversity and Multiculturalism, Race and the Politics of Education, Seminar in Multicultural Issues, Strategic and Transformative School Leadership, Theories and Practice of Urban Educational Leadership, and Diversity in Higher Education**

MENAH PRATT-CLARKE / JOHANNA MAES (EDS.)

JOURNEYS OF SOCIAL JUSTICE Women of Color Presidents in the Academy

- 220 PP.
- Black Studies and Critical Thinking. Vol. 88
- PB. ISBN 978-1-4331-3182-0 | CHF55.00 / €44.20 / €A48.60 / €P47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4072-3 | CHF58.00 / €44.20 / €A53.00 / €P52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3183-7 | CHF98.00 / €79.20 / €A87.10 / €P84.95 / £64.00 / US\$94.95

This edited volume documents the unique experiences of women of color in higher education administration. From full professors, senior administrators, deans, presidents, and chancellors, women of color share their social justice journeys to leadership roles in the academy. With a focus on women of color presidents, a rich landscape is painted through their own voices



of their experiences as they ascend and lead higher education institutions, navigating complex dynamics influenced by their race, culture, class, and gender status. The narratives of African American, Native American, Asian American, Mexican American, and Puerto Rican women leaders reflect the importance of their cultural heritage; the role of family values; the necessity of professional mentorship and support; the presence of personal resiliency; and the need to lift others while climbing and thriving. This book affirms the social justice imperative of diversifying the academy to include the scholarship, voices, perspectives, viewpoints, and leadership of women of color. Through this work, we clearly see that women of color can climb to the highest rung; can penetrate the abode ceiling, the bamboo ceiling, and the plantation roofs; can sit in the president's chair; and can thrive as leaders in the academy. This volume can be used in higher education, gender and women's studies, leadership, and sociology courses on education and identity.

➔ **Ideal for undergraduate and graduate courses in multicultural leadership; Literary Studies; Ethnic Studies; education; race, class, and gender; women/gender studies; and social justice.**

ROBIN BOYLORN

SWEETWATER

Black Women and Narratives of Resilience, Revised Edition

- Black Studies and Critical Thinking. Vol. 100
- PB. ISBN 978-1-4331-3493-7 | CHF44.00 / €35.80 / €A39.40 / €P38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4222-2 | CHF47.00 / €35.80 / €A43.00 / €P42.95 / £29.00 / US\$42.95

WINNER OF NCA ETHNOGRAPHY DIVISION'S 2013 BEST BOOK AWARD & THE INTERNATIONAL ASSOCIATION OF QUALITATIVE INQUIRY 2014 H.L. "BUD" GOODALL, JR. AND NICK TRUJILLO "IT'S A WAY OF LIFE" AWARD IN NARRATIVE ETHNOGRAPHY

Sweetwater: Black Women and Narratives of Resilience, Revised Edition is a multi-generational story of growing up black and female in the rural south. At times heart-breaking, at times humorous, *Sweetwater* captures the artistry, strength, language and creativity shared by first-hand accounts of black women in small town North Carolina during the 20th century. The book uncovers the versatility and universality of black women's experiences and their exceptional capacity to love in the face of adversity, and hope in the midst of calamity. *Sweetwater* is about the black female experience as it relates to friendship, family, spirituality, poverty, education, addiction, mental illness, romantic relationships, and everyday survival. The merging themes show the resilience and resistance that black women exhibit while negotiating the intersecting oppressions of racism, classism, and sexism. Written from field notes and memory, the author reveals the complexities of black women's lived experiences by exposing the communicative and interpersonal choices black women make through storytelling. Narrative inquiry and black feminism are offered as creative educational tools for discussing how and why black women's singular and interior lives are culturally and globally significant.

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

SERIE MCDUGAL, III

RESEARCH METHODS IN AFRICANA STUDIES, REVISED EDITION

- Black Studies and Critical Thinking. Vol. 203
- PB. ISBN 978-1-4331-3473-9 | CHF55.00 / €44.20 / €48.60 / €47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4241-3 | CHF58.00 / €44.20 / €53.00 / €52.95 / £36.00 / US\$52.95

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

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

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- Foreword | *H. L. (Bud) Goodall, Jr.*
- Introduction: The Call(ing) for a Rural Black Woman’s Story | *List of Main Characters*

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- 1 Window Poem: “Business”
- 2 Window Poem: “Patience”
- 3 Window Poem: “Cake”
- 4 Window Poem: “Moon Looks White”
- 5 Window Poem: “Long and Hard”
- 6 Window Poem: “Daddy”
- 7 Window Poem: “Passin”
- 8 Interlude: Porch Premonitions

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- 9 Window Poem: “Fireflies”
 - 10 Window Poem: “Waiting to See”
 - 11 Window Poem: “It Hurt To Be Called Black”
 - 12 Window Poem: “Beauty Marks”
 - 13 Window Poem: “Love Me Tender”
 - 14 Window Poem: “I Feel Saved”
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- Appendix B: Sweetwater Summaries
- Epilogue: BitterSweet(water): A Meta-Autoethnography
- Bibliography
- Postscript
- *Window Poems by Mary E. Weems

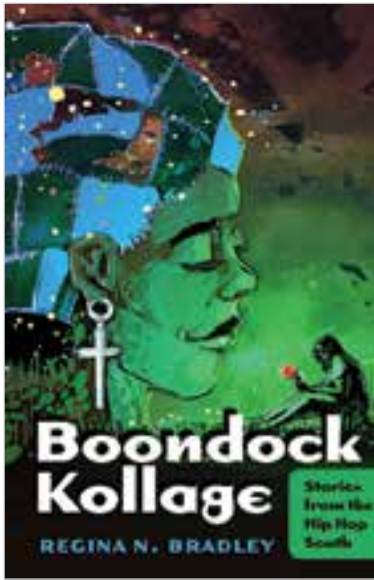
REGINA BRADLEY

BOONDOCK KOLLAGE

Stories from the Hip Hop South

- Black Studies and Critical Thinking. Vol. 102
- PB. ISBN 978-1-4331-3303-9 | CHF44.00 / €35.80 / €39.40 / €38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4040-2 | CHF47.00 / €35.80 / €43.00 / €42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3304-6 | CHF93.00 / €75.00 / €82.50 / €80.95 / £60.00 / US\$89.95

Boondock Kollage: New Stories from the Contemporary Black South is a collection of twelve short stories that addresses issues of race, place, and identity in the post-Civil



Rights American South. Using historical, spectral, and hip hop infused fiction, *Boondock Kollage* critically engages readers to question the intersections of regionalism and black culture in current American society.

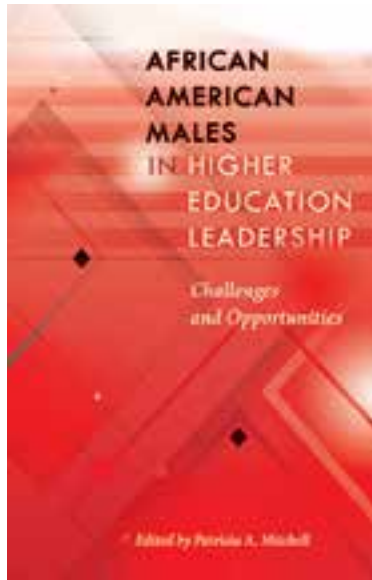
➔ **Ideal for classes in contemporary American fiction, African American studies, and Southern studies.**

PATRICIA A. MITCHELL . (EDS.)

AFRICAN AMERICAN MALES IN HIGHER EDUCATION LEADERSHIP Challenges and Opportunities

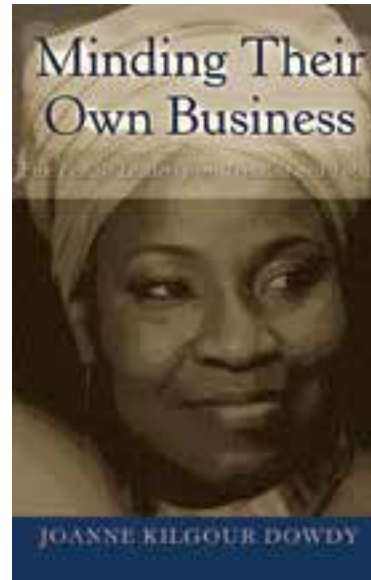
- NEW YORK, 2017. XXVI, 202 PP., 1 B/W ILL. TABLE/S | NEW YORK, BERN, BERLIN, BRUXELLES, FRANKFURT AM MAIN, OXFORD, WIEN, 2017. XXVI, 202 PP., 1 TABLE
- Black Studies and Critical Thinking. Vol. 90
- PB. ISBN 978-1-4331-3207-0 | CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1720-6 | CHF58.00 / €44.20 / €A53.60 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3208-7 | CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

African American Males in Higher Education Leadership: Challenges and Opportunities presents narratives from thirteen African American males working in higher education leadership. Their narratives describe the barriers and roadblocks that continue to impede them while climbing the ivory tower ladder to



leadership. This book highlights a number of topics relevant to the experiences of Black males on what it means to hold a leadership position at a historically black college and at a predominately white institution. This is an opportunity to hear the voices of African American males and to look at leadership through their lens. What have been some of the challenges and opportunities they have faced during their journey in higher education? What specific strategies helped them cope with barriers impeding their climb to a leadership position in higher education? What specific programs make a difference for emerging Black male leaders? Did they have a mentor or did they feel isolated during their journey? How are they feeling now? What tips can be passed down to our next generation of Black leaders? These narratives provide inspiration for all African American men aspiring to advance their careers in higher education. Hopefully, African American males will find these narratives useful as they prepare to enter the landscape of higher education leadership and avoid some of the pitfalls discussed in the book.

➔ **Ideal for courses in leadership, teacher education and social foundations.**



JOANNE KILGOUR DOWDY

MINDING THEIR OWN BUSINESS Five Female Leaders from Trinidad and Tobago

- Black Studies and Critical Thinking. Vol. 94
- PB. ISBN 978-1-4331-3385-5 | CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3386-2 | CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

Minding Their Own Business: Five Female Leaders from Trinidad and Tobago is a narrative project that illuminates the historical legacy of entrepreneurship, self-employment, and collective economics within the African diaspora, particularly in the lives of five women leaders of African descent from Trinidad and Tobago, in the Caribbean. By using the financial literacy lens as an analytical tool to interpret these biographies, the study documents the journeys of these independent business women, uncovers the literacy skills they employed, and describes the networking skills that they relied upon personally and professionally. The qualitative data collection methods utilized in this project help to identify lessons that will inform professionals, educators, business and lay persons about the innovative ways in which teaching and learning take place outside of "formal" business schooling. Information gleaned from this study also serves to broaden traditional understandings of entrepreneurship and economic strategies inherited from majority

African descended communities. Additionally, the work illuminates the creative and intellectual modes of learning within the Afrocentric communities that foster successful business practices. Finally, the five successful Black women from Trinidad pass on to interested learners their methods of modeling, encouraging, and celebrating the means by which independent business people make a positive impact on society. The five women from Trinidad live outside their native country—in Jamaica and the USA—and have been successful in their businesses for more than twelve years. Two of the women serve international clients, and one of them has catered events for President Barack Obama and a number of international artists.

➔ **Ideal for courses in women's studies, entrepreneurship, and Caribbean studies.**

DIVERSITY

DAVID BOERS

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

- Peter Lang Primer. Vol. 37
- PB. ISBN 978-1-4331-4165-2 | CHF34.00 / €27.50 / €A30.20 / €D29.95 / £22.00 / US\$32.95
- E-BOOK. ISBN 978-1-4331-4171-3 | CHF36.00 / €27.50 / €A33.00 / €D32.95 / £22.00 / US\$32.95

Uncovering Black Heroes: Lesser-Known Stories of Liberty and Civil Rights is a series of stories regarding real people who are not so well known in the mainstream of American freedom and civil rights discussions. These people have made a difference by the events of their lives and by the deliberate contributions they made. In some chapters depictions of fugitive slaves create awareness of the perils of freedom runs and of the desperate, dangerous, and terrifying life of being a hunted person. In other chapters the degree of local level blockage individuals needed to confront is exposed. Still other chapters point out major efforts by diligent, but for the most part unknown, local people that result in court case settle-

ments and state laws to advance civil rights, in particular suffrage. One chapter takes a close look at leaders in women's clubs and how those leaders defined women's roles in the Black freedom and civil rights movements. Themes stand out as they all build upon each other and are seen from one chapter to the next. In the end, a subtle evolution of ideas can be realized that forms the notion that the great and recognized Black leaders in history have their important place but that freedom and civil rights advancements are made on the backs of the local unknowns who need to be recognized for what they have contributed. This uncovering of unknown players involved in crucial events of their times in the quest for social, political, civil, and personal equality and freedom provides a unique perspective somewhat counter to mainstream thinking.

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



CHRISTOPHER S. COLLINS /
ALEXANDER JUN

WHITE OUT
Understanding White Privilege and Dominance in the Modern Age

- 124 PP.
- PB. ISBN 978-1-4331-3541-5 | CHF31.00 / €25.00 / €A27.50 / €D26.95 / £20.00 / US\$29.95
- E-BOOK. ISBN 978-1-4331-4027-3 | CHF33.00 / €25.00 / €A30.00 / €D29.95 / £20.00 / US\$29.95

Colleges across the country, and the nation as a whole continue to be divided along

racial lines. *White Out: Understanding White Privilege and Dominance in the Modern Age* is about the role of Whiteness and a defense of White dominance in an increasingly diverse society. Whiteness is socially constructed, just as race is undoubtedly a social construct, documented through various periods in history. This book proposes that White Out is a learned habit that serves to defend White dominance in a multicultural age. White Out is a strategy that covers systems, dispositions, and actions that cannot cover the full indentation or impact. However, the action of blotting, either intentional or unintentional, serves to obscure experiences of people of color in lieu of a competing definition of reality. The authors introduce the White Architecture of the Mind as a metaphor highlighting the mind as a collection of walls, doors, windows, and pathways that influence individuals to react based on a systemic logic that was socially constructed reason. White Out, a byproduct of a White architecture of the mind, is a set of individual actions, choices, behaviors, and attitudes that are guided by a system that predisposes these attitudes and perpetuates privilege for core members of a dominant majority. The often-unconscious purpose in denying privilege and articulating colorblind ideology is to support a larger system and view of reality. The concepts covered in this volume include: White Pain, Whitefluenza (privilege as a virus), White 22 (White if you do, White if you don't), Whitogressions, Angry White Men, White Pilgrims, and Good White Friends.

➔ **Ideal for undergraduate education courses in diversity, undergraduate and graduate sociology courses in race and ethnicity, and graduate courses in diversity in higher education & White studies.**

LATINO/A STUDIES

KATHY BUSSERT-WEBB / MARIA DIAZ /
KRYSTAL YANEZ

JUSTICE AND SPACE MATTER IN A STRONG, UNIFIED LATINO COMMUNITY

- PP.
- Critical Studies of Latinos/as in the Americas. Vol. 3
- PB. ISBN 978-1-4331-3205-6 | CHF55.00 /

- €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1783-1 | CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3206-3 | CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

This book provides a detailed analysis of “colonias” along the Mexico–United States border, examining the intersection of culture, education, language, literacy, race, religion, and social class in Latino immigrant communities. The researchers investigated El Corazón colonia in South Texas as a case-study of these unincorporated border settlements, consisting of mostly Mexican-heritage residents and lacking many basic living necessities. Highlighting over 10 years of research findings, the authors consider structural inequalities alongside the unique strengths of El Corazón. Their acute observations dispel myths about such high-poverty communities and demonstrate how residents overcome the odds through activism, faith, and “ganas.” In presenting a portrait of the El Corazón colonia, the authors offer a deeper level of understanding of one Latino community to inspire the development of a more equitable, compassionate world. This book will be invaluable to students and scholars of all fields who work with culturally diverse people in poverty.

➔ **Ideal for graduate courses in Ethnographic Methods, border studies, Socio-Cultural Applications for Education, and Literacy Across the Curriculum.**

CRITICAL PEDAGOGY

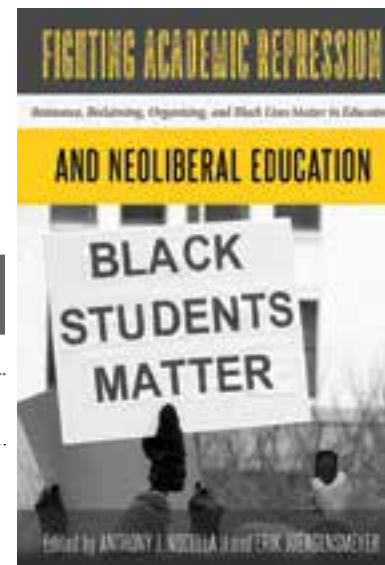
ANTHONY J. NOCELLA /
ERIK JUERGENSMEYER

FIGHTING ACADEMIC REPRESSION AND NEOLIBERAL EDUCATION
Resistance, Reclaiming, Organizing, and Black Lives Matter in Education

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

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

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



GRESILDA A. TILLEY-LUBBS

RE-ASSEMBLY REQUIRED
Critical Autoethnography and Spiritual Discovery

- 154 PP.
- Critical Qualitative Research. Vol. 24
- PB. ISBN 978-1-4331-2872-1 | CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95



- E-BOOK. ISBN 978-1-4331-4015-0 | CHF47.00 / €35.80 / €43.00 / €42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-2873-8 | CHF93.00 / €75.00 / €82.50 / €80.95 / €60.00 / US\$89.95

Entering the academy as an older woman, the author had not foreseen the challenges that awaited her when she left behind a successful career as a public school Spanish teacher/department head to pursue a Ph.D. She took for granted her position of power and privilege in an educational setting, not at all prepared for the rapid demotion of respect, self-confidence, and salary that she soon faced as an older Ph.D. student/Spanish adjunct faculty member at a research university that would serve as her academic, and later professional, career home for the rest of her working years. In this critical autoethnography, she troubles her journey through the Ph.D. and the tenure process, as well as in her position as a tenured professor. She describes a process that led her into/through the murky waters and mire of academic machinations into the light of spiritual discovery to affirm wholeness and celebration of Self. What sets this book apart is the author's refreshing willingness to critically interrogate her Self throughout the process. *Re-Assembly Required: Critical Autoethnography and Spiritual Discovery* provides a methodological explanation of critical autoethnography and serves as an exemplar for how autoethnography can be combined with critical pedagogy to

PETER MCLAREN / SUZANNE SOOHOO (EDS.)

RADICAL IMAGINE-NATION

Public Pedagogy & Praxis

- Education and Struggle. Vol. 13
- PB. ISBN 978-1-4331-4379-3 | CHF44.00 / €35.80 / €43.00 / €38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4376-2 | CHF47.00 / €35.80 / €43.00 / €42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-4375-5 | CHF88.00 / €70.80 / €77.90 / €75.95 / £57.00 / US\$84.95

Radical Imagine-Nation: Public Pedagogy & Praxis provides a platform for critical educators, public intellectuals, and activists from all over the world to promote, share, and discuss various new issues and developments in critical education and social movements. The book engages dialogically with critical scholarship and activist work in accessible ways that serve the common good. *Radical Imagine-Nation* serves as a meeting place for progressive educators—from scholars to practitioners to community activists and other cultural workers. It constitutes a space where critical theorists, community activists, internationalists and Freirean educators present new ideas for creating social relations of equality and social justice.

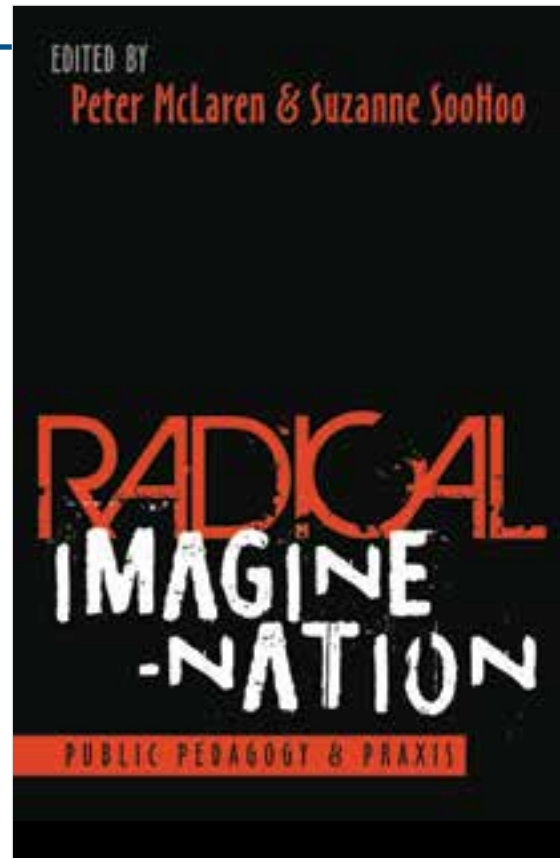


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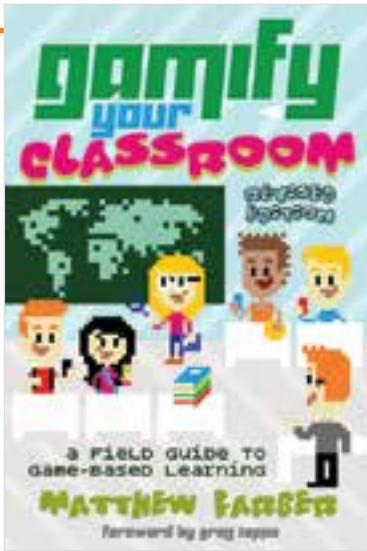
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➔ **Ideal for graduate courses in Culture & Curriculum Studies, Current Controversies, and Critical Pedagogy, as well as ethnic studies & public Sociology courses**



MATTHEW FARBER

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

- New Literacies and Digital Epistemologies. Vol. 71
- PB. ISBN 978-1-4331-3502-6 | CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3882-9 | CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

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

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

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

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Forward by Greg Toppo

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perform writing that examines the university as institution through the lens of personal narrative. This compelling creative non-fiction narrative is appropriate for both academic and non-academic audiences.

➔ **Ideal for graduate and undergraduate courses in arts-based research writing, advancements in qualitative inquiry, autoethnography writing, creative non-fiction writing, women's studies, and critical pedagogy.**

WILLIAM M. REYNOLDS (EDS.)

FORGOTTEN PLACES

Critical Studies in Rural Education

- 365 PP.
- Counterpoints. Vol. 514
- PB. ISBN 978-1-4331-3070-0 | CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4318-2 | CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-3071-7 | CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

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. This book 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. *Forgotten Places* 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 book fills

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

➔ **Ideal for upper level undergraduate courses in foundations, curriculum, and diversity courses and graduate level foundations, sociology of education, curriculum studies, and diversity courses**

EDUCATION REFORM

THOMAS LUBBEN

CHALLENGES OF CHARTER SCHOOLS

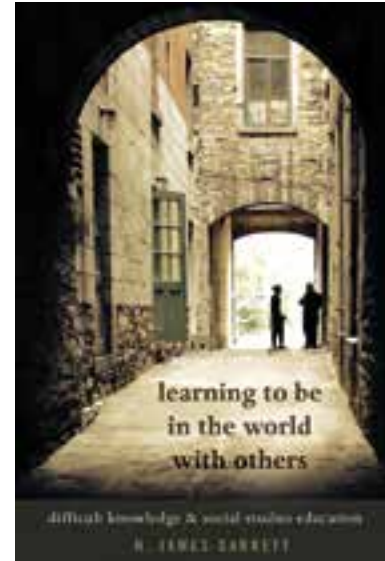
Insight from a Charter School Innovator

- PB. ISBN 978-1-4331-4170-6 | CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4167-6 | CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-4166-9 | CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

Educational Reform has been a topic of scholarly conversation for a long time with little significant movement toward action. Charter Schools were discussed in varied forms through the 1980s, but it was not until 1991 that the State of Minnesota put charter school law into practice. Dr. Thomas S. Lubben entered the charter school world in 1996 while Pennsylvania was in the process of discussing their law that was passed in 1996. *The Anatomy of Charter School Creation: Insight into the Private World of the Charter School Movement* closely follows the very personal life a life-long educator as he negotiates the political and personal steps involved in creating a school from nothing. The first several chapters focus on the obstacles and pitfalls that Lubben faced during the seven-year struggle to create a charter high school based on the creative and performing arts. Later chapters focus on the expansion of this proven artistic model into additional schools. Lubben complements the personal narrative with a chapter, "A Charter School Primer," that focuses on the critical elements needed to open a charter school. Charter school

parents, teachers, administrators, and enthusiasts will find this book an interesting and poignant read as they navigate their way through the charters

➔ **Ideal for graduate courses in educational reform**



CURRICULUM

H. JAMES GARRETT

LEARNING TO BE IN THE WORLD WITH OTHERS

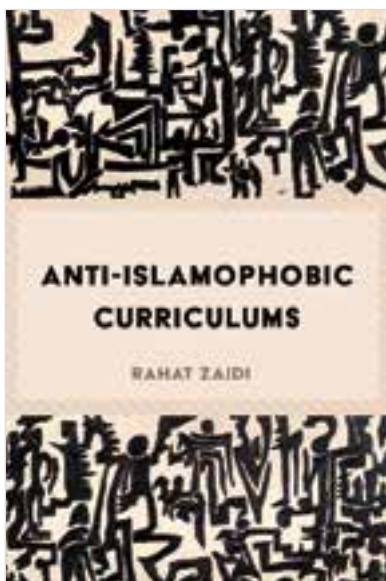
Difficult Knowledge and Social Studies Education

- Counterpoints. Vol. 515
- 160 PP.
- PB. ISBN 978-1-4331-3237-7 | CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-3966-6 | CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3238-4 | CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

In this book, H. James Garrett inquires into the processes of learning about the social world, populated as it often is with bewildering instances of loss, violence, and upheaval. In such learning, interactions invite and enliven our passionate responses, or prompt us to avoid them. Interpreting and working with these often emotional reactions is critical to social studies education and developing strate-

gies for individuals to participate in democracy. Garrett illustrates ways that learning about the world does not occur in absence of our intimate relations to knowledge, the way learning sometimes feels like our undoing, and how new knowledge can feel more like a burden than an advantage.

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



RAHAT ZAIDI

ANTI-ISLAMOPHOBIC CURRICULUMS

- Critical Praxis and Curriculum Guides. Vol. 1
- PB. ISBN 978-1-4331-2201-9 | CHF44.00 / €35.80 / €39.40 / €29.00 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4255-0 | CHF47.00 / €35.80 / €43.00 / €24.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-2202-6 | CHF89.00 / €71.70 / €78.80 / €76.95 / £58.00 / US\$85.95

Since patterns of immigration began taking hold, one of the primary goals of any immigrant to or citizen of North America, has been to be accepted and to adapt to the new culture and learn to live a productive and healthy life together. There are many different means by which people endeavor to accomplish this. One of these is through education, a platform that has been, and should continue to be, a principle path to achieving this goal. The field of education has also become one of the primary forums for provoking and questioning societal norms and is a powerful

means towards achieving the vision of a multicultural society capable of living, working, and playing in harmony. *Anti-Islamophobic Curriculums* showcases a specific curriculum to help teachers and young learners to gain more awareness of cultures much different from theirs. *Anti-Islamophobic Curriculums* also endeavours to decrease sociophobic reaction towards cultures that are unfamiliar and to acquaint learners with a curriculum beyond what has traditionally been their predominant English/French/Indigenous experience. This curriculum emphasizes the Islamic culture and, through this educational process, aims to mitigate the sociophobic reaction its members often encounter. Nevertheless, the conclusions drawn are applicable to any culture.

➔ **Ideal for courses in Minority Education in Cross-Cultural Perspective; Multicultural Education & Culturally Competent Practice; Multicultural and Indigenous Studies and Diversity in Learning**

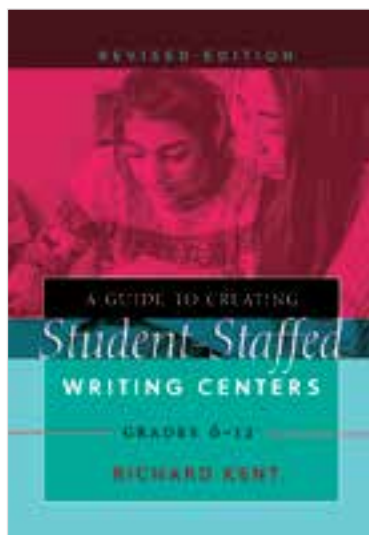
LANGUAGE, LITERATURE, AND WRITING

RICHARD KENT

A GUIDE TO CREATING STUDENT-STAFFED WRITING CENTERS, GRADES 6-12 -- REVISED EDITION

- PB. ISBN 978-1-4331-3056-4 | CHF55.00 / €44.20 / €48.60 / €47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4008-2 | CHF58.00 / €44.20 / €53.00 / €52.95 / £36.00 / US\$52.95

A Guide to Creating Student-Staffed Writing Centers, Grades 6-12, Revised Edition is a how-to and, ultimately, a why-to book for middle school and high school educators as well as for English/language arts teacher candidates and their methods instructors. The revised and updated *International Writing Centers Association 2006 Book of the Year* shows writing centers as places where writers work with each other in an effort to develop ideas, discover a thesis, overcome procrastination, create an outline, or revise a draft. Ultimately, writing centers help students become more effective writers. Visit any college or university in the United States and chances are there is a writing center available to students, staff, and community members. Writing



Centers support students and busy teachers while emphasizing and supporting writing across the curriculum.

➔ **Ideal for courses in advanced secondary English methods classes and graduate writing and teaching of writing classes.**

CHILDHOOD

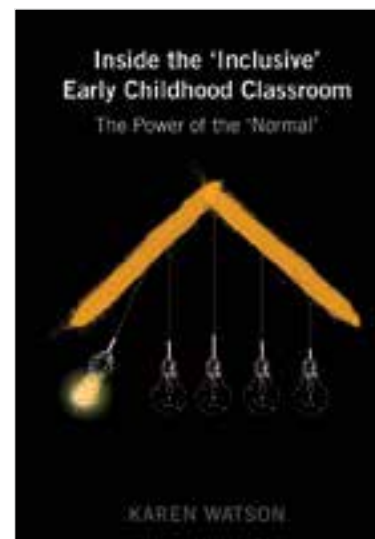
KAREN WATSON

INSIDE THE 'INCLUSIVE' EARLY CHILDHOOD CLASSROOM

The Power of the 'Normal'

- Childhood Studies. Vol. 5
- PB. ISBN 978-1-4331-3432-6 | CHF55.00 / €44.20 / €48.60 / €47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4037-2 | CHF58.00 / €44.20 / €53.00 / €52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3433-3 | CHF98.00 / €79.20 / €87.10 / €84.95 / £64.00 / US\$94.95

Inside the 'Inclusive' Childhood Classroom: The Power of the 'Normal' offers a critique of current practices and alternative view of inclusion. The rich data created inside three classrooms will challenge those who work in the field, as the children and their performances, previously overlooked, are foreground. Although at times confronting, it is ultimately invaluable reading for classroom teachers, students, academics, and researchers as well as anyone who desires to deepen their understanding of inclusive processes. The inclusion of children with diagnosed special needs in mainstream early childhood classrooms is a policy and practice that has gained universal support



in recent decades. Exploring ways to include the diagnosed child has been of interest to inclusive research. Adopting a poststructural perspective, this book interrupts taken for granted assumptions about inclusive processes in the classroom. Attention is drawn to the role played by the undiagnosed children, those positioned as already included. Researching among children, this ethnography interrogates the production of the classroom 'normal'. As the children negotiate difference, the operations of the 'normal' are made visible in their words and actions. In their encounters with the diagnosed Other, they take up practices of tolerance and silence, effecting fear, separation, and a desire to cure. These performances echo practices, presumed abandoned, from centuries past. As a way forward this book urges a rethink of practice-as-usual, as these effects are problematic for inclusion and not sustainable. A greater scrutiny of the 'normal' is needed, as the power it exercises, impacts on all children and how they become subjects in the classroom.

➔ **Ideal for undergraduate and graduate courses in early childhood education, inclusion, special education, diversity, and critical disability studies**

DISABILITY STUDIES

SCOT DANFORTH (ED.)

BECOMING A GREAT INCLUSIVE EDUCATOR - SECOND EDITION

- Disability Studies in Education. Vol. 30
- PB. ISBN 978-1-4331-3485-2 | CHF55.00 / €44.20 / €^A48.60 / €^D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4344-1 | CHF58.00 / €44.20 / €^A53.00 / €^D52.95 / £36.00 / US\$52.95

Becoming a Great Inclusive Educator, Second Edition offers educators the guidance and resources to become great inclusive educators by engaging in a powerful process of personal and professional transformation. Inclusive education continues to grow in popularity and acceptance in the United States. But most teachers – general and special educators – are poorly prepared to be successful in inclusive classrooms and schools.

Undoubtedly, the challenge to professionals involves the acquisition of new knowledge and skills. But inclusion requires far more. It calls upon educators to trouble everything they think they know about disability, to question their deepest ethical commitments, to take up the work of the Disability Rights Movement in the public schools, and to leap headlong into the deepest waters of the rich craft tradition of inclusive teaching.

➔ **Ideal for undergraduate or graduate level courses on inclusive education in any teacher education program.**

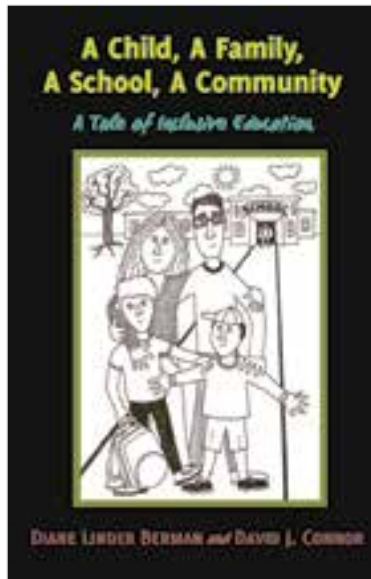
DIANE LINDER BERMAN / DAVID J. CONNOR

A CHILD, A FAMILY, A SCHOOL, A COMMUNITY

A Tale of Inclusive Education

- Inclusion and Teacher Education. Vol. 4
- PB. ISBN 978-1-4331-3322-0 | CHF98.00 / €79.20 / €^A87.10 / €^D84.95 / £64.00 / US\$94.95
- E-BOOK. ISBN 978-1-4331-4018-1 | CHF58.00 / €44.20 / €^A53.00 / €^D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3323-7 | CHF55.00 / €44.20 / €^A48.60 / €^D47.95 / £36.00 / US\$52.95

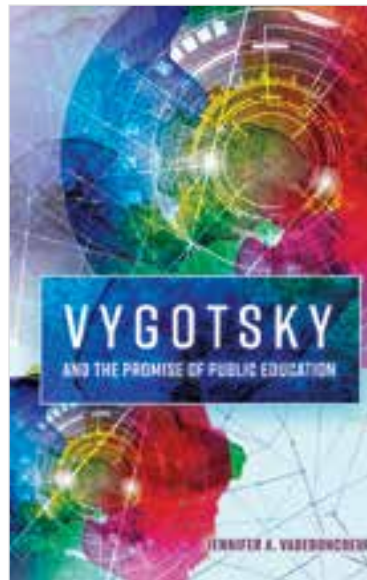
This book is a true story of one family's journey into inclusive education. Having



previously been told that her son Benny had “failed to function” in two exclusionary special education classrooms in New York City, Berman’s family set off in search of a school where Benny would be accepted for who he was, while having the opportunity to grow and flourish academically, socially, and emotionally alongside his brother, Adam. Connor’s interest was piqued when Berman shared her desire to document the ways in which the new school community had supported Benny throughout the years. Together, they thought, surely other teachers, school and district level administrators, parents of children with and without disabilities, teacher educators, and student teachers, could learn from such a success story? The result of their collaboration is this book in which Berman skillfully narrates episodes across time, describing ways in which children, teachers, educational assistants, parents, and a principal came to know Benny—developing numerous and often creative ways to include him in their classrooms, school, and community. Connor’s commentaries after each chapter link practice to theory, revealing ways in which much of what the school community seems to “do naturally” is, in fact, highly compatible with a Disability Studies in Education (DSE) approach to inclusive education. By illuminating multiple approaches that have worked to include Benny, the authors invite educators and families to envision further possibilities within their own contexts.

➔ **Ideal for undergraduate, graduate and doctoral courses in Education, Special Education, Sociology, Psychology.**

EDUCATIONAL PSYCHOLOGY



JENNIFER A. VADEBONCOEUR

VYGOTSKY AND THE PROMISE OF PUBLIC EDUCATION

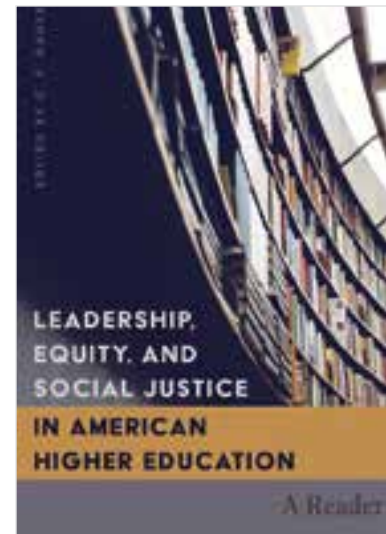
- Educational Psychology. Vol. 16
- PB. ISBN 978-1-4331-1539-4 | CHF55.00 / €44.20 / €^A48.60 / €^D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4111-9 | CHF58.00 / €44.20 / €^A53.00 / €^D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-1540-0 | CHF98.00 / €79.20 / €^A87.10 / €^D84.95 / £64.00 / US\$94.95

Vygotsky and the Promise of Public Education recontextualizes the scholarship of educator and psychologist Lev Vygotsky, highlighting its relevance to contemporary issues in public education. Emphasizing the historical, social, and cultural formation of conscious awareness, Vadeboncoeur advances Vygotsky’s project with current research in psychology, enabling the redefinition of central concepts such as learning, teaching, and developing. This attention to how we conceptualize learning and teaching is vital to the project of crafting schools to fulfill the promise of public education. Written for teacher candidates, educators, researchers, and policy-makers, this book both recognizes the complications of teaching and learning in public schools and contributes to the scholarship on the critical possibilities of schools as social institutions. The significance of public education for each

and every child and teacher, and the future that is created in each student-teacher relationship, is re-centered as, perhaps, the most worthwhile project of our time.

➔ **Ideal for advanced undergraduate and graduate courses in teacher education, educational psychology, developmental psychology, cultural psychology, and philosophy of learning such as Cultural Perspectives on Learning and Development and Human Development, Learning, and Diversity**

HIGHER EDUCATION



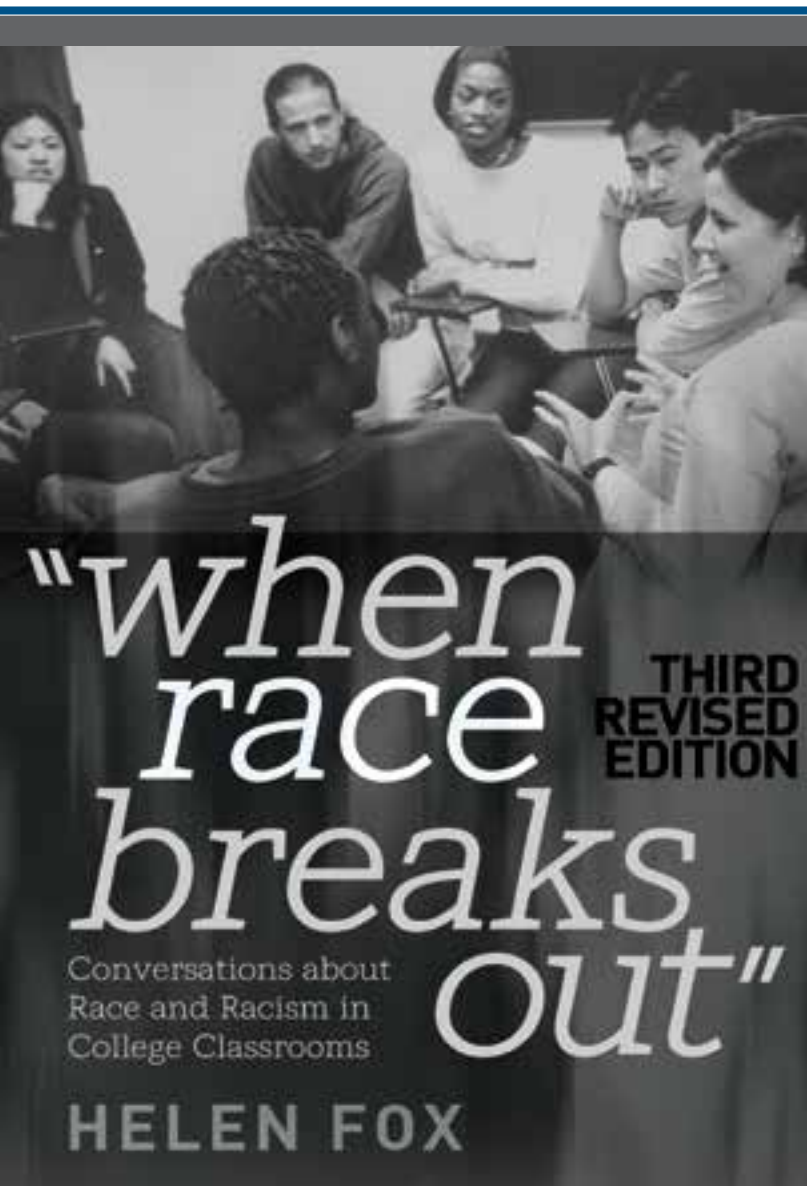
C.P. GAUSE

LEADERSHIP, EQUITY, AND SOCIAL JUSTICE IN AMERICAN HIGHER EDUCATION

A Reader

- Higher Ed. Vol. 23
- PB. ISBN 978-1-4331-2668-0 | CHF67.00 / €54.20 / €^A59.60 / €^D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4002-0 | CHF71.00 / €54.20 / €^A65.00 / €^D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-2669-7 | CHF113.00 / €91.70 / €^A100.80 / €^D98.95 / £74.00 / US\$109.95

Never before has leadership, equity, and social justice been more important and/or critical to the mission of public universities and institutions of higher education. The 21st century has ushered in a period of instantaneous feedback, to include live



HELEN FOX

WHEN RACE BREAKS OUT

**Conversations about Race and Racism in College Classrooms-
THIRD REVISED EDITION**

- Higher Ed. Vol. 26
- PB. ISBN 978-1-4331-3478-4 | CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3974-1 | CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

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

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

newsfeeds, reviews of goods and services, and online streaming events, as well as experiences. Anyone with a smartphone has access to millions of individuals to report their affirmation and/or dissatisfaction with individuals, products or services. Colleges and universities have not been immune to this current climate. The purpose and aim of this volume is to "critique" the current state of American Higher Education through the lens of critical theory and critical pedagogy. This volume seeks to impact higher education preparation programs by filling the void in the literature from voices of the field. The contributing authors are a diverse array of scholars and practitioners who are committed to moral and shared leadership, equity and access, and social justice.

➔ **Ideal for advanced undergraduate and graduate level courses in theory of higher education, foundations in higher education, student personnel, leadership in higher education and social justice in higher education**

CHRISTOPHER MCMASTER /
CATERINA MURPHY / BENJAMIN
WHITBURN / INGER MEWBURN (EDS.)

**POSTGRADUATE STUDY IN
AUSTRALIA****Surviving and Succeeding**

- PB. ISBN 978-1-4331-4162-1 | CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4177-5 | CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4161-4 | CHF98.00 / €79.20 / €A87.10 / €P84.95 / £64.00 / US\$94.95

If you could go back in time to talk with yourself when you began your studies, what advice would you give? Hindsight is such a bonus, especially, when vying for your doctorate or postgraduate degree. *Postgraduate Study in Australia: Surviving and Succeeding* addresses this with anecdotes from postgraduate students and recent graduates that will assure that you are not alone in your endeavors. This project follows a 2014 study in Aotearoa, New Zealand (McMaster & Murphy, 2014), South Africa (SunMeda, 2016) and in the United States (Peter Lang, 2016)—a successful project currently being replicated United Kingdom (Libri Press), and

Scandinavia (Peter Lang). This down-to-earth anthology shares personal stories from postgraduate students and recent graduates, employing a practical approach and focusing on the context of postgraduate studies in the Australia. This first-person approach to research about the postgraduate study helps curate the current understanding with critical reflections adding to our collective knowledge.

➔ **Both prospective and current postgraduate students will find this collection insightful**

TEACHER EDUCATION

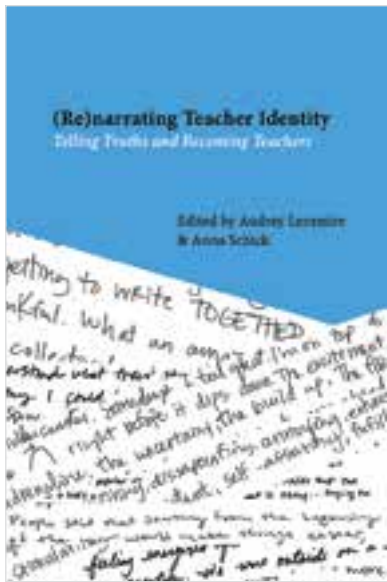
AUDREY LENSIRE / ANNA SCHICK (EDS.)

**(RE)NARRATING TEACHER IDENTITY
Telling Truths and
Becoming Teachers**

- Social Justice Across Contexts in Education. Vol. 6
- PB. ISBN 978-1-4331-3498-2 | CHF44.00 / €35.80 / €A39.40 / €P38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4034-1 | CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3499-9 | CHF93.00 / €75.00 / €A82.50 / €P80.95 / £60.00 / US\$89.95

With surprising candor, the authors of *(Re)narrating Teacher Identity: Telling Truths and Becoming Teachers* crack open what it means to become and be a teacher in the twenty-first century United States. They believed teaching preyed on their insecurities and hurt their mental health. In an effort to dig deeper into the challenge of teaching, four new teachers engaged in a summer writer's workshop. Drawing from the work of Barbara Kamler (2001), the teachers used artifacts such as school graffiti and text messages to "reposition" and (re)narrate their identities as teachers. Ultimately, they realized they were no longer simply stressed-out teachers, but agents and collaborators with the power and ability to redefine or change their narratives. An important resource for novice teachers, experienced teachers, and teacher educators alike, this book illuminates the urgency of honesty and how truth telling might encourage teachers not only to stay in the profession but to thrive. The raw stories, images, and humor in *(Re)narrating Teacher Identity* will be a powerful

LEADERSHIP



resource for foundational education courses, master's courses in teacher education, and professional development or mentoring workshops.

➔ **Ideal for advanced undergraduate and graduate courses in Introduction to Education; Orientation to Education, Action Research; Capstone courses; Professional development seminars; and MAE thesis credit courses. This book can also be used by School districts: Induction book groups, and for mentoring.**

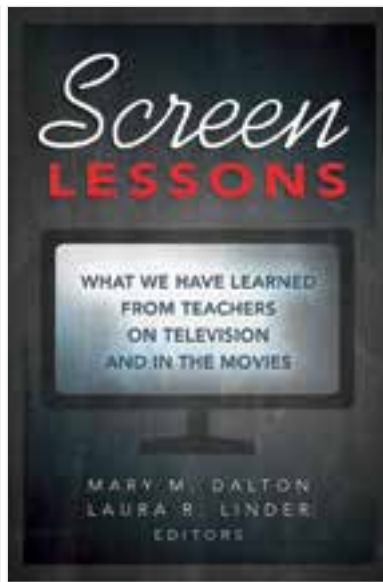
MARY M. DALTON / LAURA LINDER (EDS.)

SCREEN LESSONS

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

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

This unprecedented volume includes 30 essays by teachers and students about the teacher characters who have inspired them. Drawing on film and television texts, the authors explore screen lessons from a variety of perspectives. Arranged



in topical categories, the contributors examine the “good” teacher; the “bad” teacher; gender, sexuality, and teaching; race and ethnicity in the classroom; and lessons on social class. From such familiar texts as the *Harry Potter* series and *School of Rock* to classics like *Blackboard Jungle* and *Golden Girls* to unexpected narratives such as the Van Halen music video “Hot for Teacher” and Linda Ellerbee’s *Nick News*, the essays are both provocative and instructive.

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

ANTONINA LUKENCHUK (ED.)

OUTLIVING YOUR DISSERTATION
A Guide for Students and Faculty

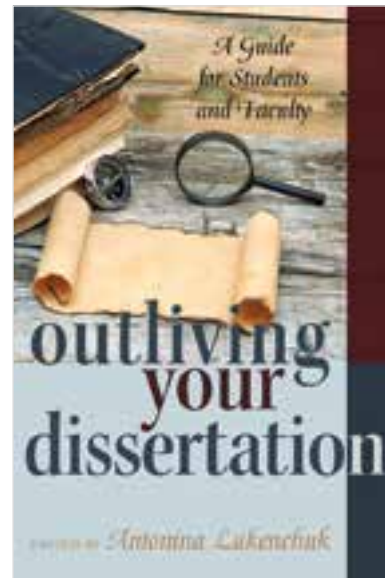
- 210 PP.
- Counterpoints. Vol. 428
- PB. ISBN 978-1-4331-3201-8 | CHF55.00 / €44.20 / €^A48.60 / €^D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3796-9 | CHF58.00 / €44.20 / €^A53.00 / €^D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3202-5 | CHF98.00 / €79.20 / €^A87.10 / €^D84.95 / £64.00 / US\$94.95

This guide focuses on the dissertation work as a step-by-step process and details the structure and the content of dissertation chapters. Unique to this edi-

tion is its conception of the dissertation in optimistic, realistic, and symbolic terms, which altogether provide theoretical basis and practical advice to students who are beginning their dissertation process. The guide features the personal accounts of doctoral students who have gone through the experience, which makes this edition stand out among other similar books on the market.

Dissertation is the work of a laborer, a craftsman, and an artist. Long hours of hard labor with our hands and head go into developing ideas, planning, and implementing research projects such as dissertations. But what ultimately drives our academic pursuits and, therefore makes them successful and enjoyable is inspiration that sets our hearts on fire and makes it impossible not to venture on the journey. The uncharted territories of the dissertation process—life events and happenings—make the path toward the highest academic degree attainment both exciting and challenging. Just like life itself with its unplanned and unpredictable twists and turns, the dissertation journey requires strength of character and an unwavering faith in one’s self and in the ultimate value of the pursuit of knowledge. So, why merely survive? Let’s enjoy the dissertation journey!

➔ **Ideal for doctoral students pursuing dissertations in social sciences, as well as for faculty who teach doctoral-level research courses and seminars and supervise doctoral dissertations**



CARRIE ROGERS / KOFI LOMOTEY / ADRIEL HILTON

INNOVATIVE APPROACHES TO
EDUCATIONAL LEADERSHIP

Selected Cases

- Higher Ed. Vol. 27
- PB. ISBN 978-1-4331-3311-4 | CHF55.00 / €44.20 / €^A48.60 / €^D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4279-6 | CHF58.00 / €44.20 / €^A53.00 / €^D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3312-1 | CHF98.00 / €79.20 / €^A87.10 / €^D84.95 / £64.00 / US\$94.95

Of late, leadership has come to include individuals in elementary, secondary and tertiary institutions who do not necessarily carry leadership titles. Faculty in preK-16 institutions, along with other staff and community people, have increasingly begun to take on leadership responsibilities as shared leadership is articulated and practiced more and more in education. This volume focuses on educational leadership—broadly defined. More specifically, following several research-based thought pieces in which the authors define and discuss this new conception of leadership, contributors offer preK-16 case study illustrations of this recent conception of educational leadership. Readers will use this casebook as a foundational text for courses in teacher education, educational leadership, business and higher education. It includes detailed chapters focused on teacher leadership, principal leadership and higher educational leadership.

➔ **Ideal for graduate programs in educational leadership and teacher education.**

JAMES OTTAVIO CASTAGNERA

HANDBOOK FOR STUDENT LAW FOR HIGHER EDUCATION ADMINISTRATORS, THIRD EDITION

- Education Management. Vol. 10
- PB. ISBN 978-1-4331-4230-7 | CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4231-4 | CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95

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

➔ **Ideal for courses in higher education law and policy.**

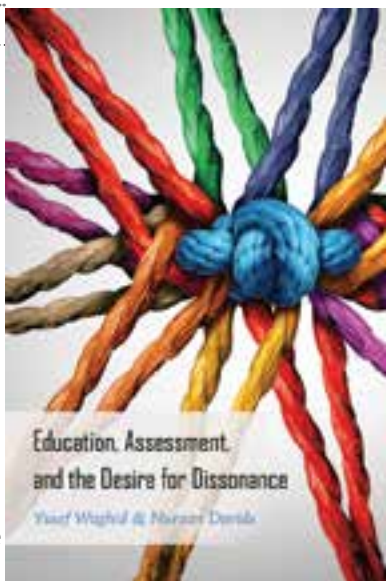
GLOBAL STUDIES IN EDUCATION

YUSEF WAGHID / NURAAAN DAVIDS

EDUCATION, ASSESSMENT, AND THE DESIRE FOR DISSONANCE

- 200 PP.
- Global Studies in Education. Vol. 33
- PB. ISBN 978-1-4331-4044-0 | CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4045-7 | CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-4043-3 | CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

Education, Assessment, and the Desire for Dissonance aims to address the contentious practice of assessment in schools



and universities within a poststructuralist educational paradigm. Within the theoretical paradigm of Foucault's (1994) notions of governmentality, subjectification and dissonance, the book examines why, through which and in which ways (how) educational assessment should unfold considering the challenges of globalized and cosmopolitan dimensions of educational change that have beset educational institutions. Waghid and Davids show how conceptual derivatives of Foucauldian governmentality, in particular the notions of power, panopticon and surveillance, dispositive, freedom and resistance—as relational concepts—affect assessment in universities and schools. The authors argue why universities and schools cannot be complacent or non-responsive to current understandings and practices of assessment. In the main, the authors contend that a Foucauldian notion of powerful, subjectified and dissonant assessment can, firstly, be extended to an Agambenian (2011) notion of a profane, denudified and rhythmic form of assessment; and secondly, be enhanced by a Derridian (1997) idea of friendship that bridges a Foucauldian view of governmental assessment with an Agambenian view of ethical assessment. Friendship allows people to act responsibly towards one another—that is, teachers and students acting responsibility towards one another—and resonates with an ongoing pursuit of rhythmic assessment practices. Such a form of assessment opens up an attentiveness to the incalculable and unexpected encounters that bear the responsibility of acting *with* one another.

The authors conclude that an assessment *with* teaching and learning can transcend the limitations of an assessment of learning and an assessment *for* learning.

➔ **Ideal for courses in philosophy of education and global education**

RESEARCH

MIRKA KORO-LJUNGBERG / TEIJA LÖYTÖNEN / MAREK TESAR (EDS.)

DISRUPTING DATA IN QUALITATIVE INQUIRY**Entanglements with the Post-Critical and Post-Anthropocentric**

- Post-Anthropocentric Inquiry. Vol. 1
- PB. ISBN 978-1-4331-3337-4 | CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4234-5 | CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3338-1 | CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

Disrupting Data in Qualitative Inquiry: Entanglements with the Post-Critical and Post-Anthropocentric expands qualitative researchers' notions of data and to exemplify scholars' different encounters and interactions with data. In *Disrupting Data in Qualitative Inquiry* data has become a project which pays close attention to data and their numerous variations and manifestations. This book is targeted to serve advanced graduate level social science, nursing, education, and qualitative research and arts-based courses in other disciplines; all graduate courses that focus on inquiry, research processes, and data will find this book helpful and resourceful.

➔ **Ideal for graduate level courses in social science, nursing, education, and qualitative research and arts-based courses in other disciplines.**

MEDIA LITERACY

BELINHA S. DE ABREU

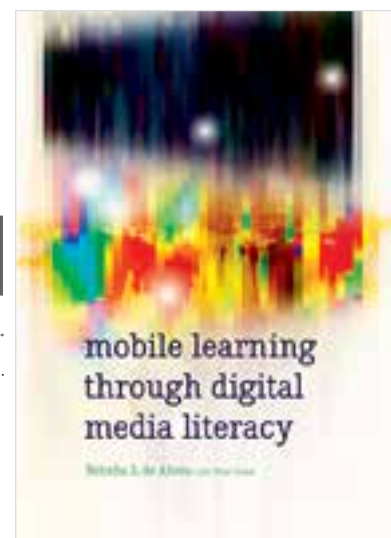
MOBILE LEARNING THROUGH DIGITAL MEDIA LITERACY

- New Literacies and Digital Epistemologies. Vol. 73

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

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

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



MEDIA

LANCE STRATE

MEDIA ECOLOGY

An Approach to Understanding the Human Condition

- Understanding Media Ecology. Vol. 1
- PB. ISBN 978-1-4331-3121-9 | CHF55.00 / €44.20 / €48.60 / €47.95 / £36.00 / US\$52.95
- E-BOOK. 978-1-4331-4005-1 | CHF58.00 / €44.20 / €53.00 / €52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3122-6 | CHF98.00 / €79.20 / €87.10 / €84.95 / £64.00 / US\$94.95

Media Ecology: An Approach to Understanding the Human Condition provides a long-awaited and much anticipated introduction to media ecology, a field of inquiry defined as the study of media as environments. Lance Strate provides a clear and concise explanation of an intellectual tradition concerned with much more than understanding media, but rather with understanding the conditions that shape us as human beings, drive human history, and determine the prospects for our survival as a species. Much more than a summary, this book represents a new synthesis that moves the field forward in a manner both unique and unprecedented, but at the same time grounded in an unparalleled grasp of the media ecology's intellectual foundations and its relation to other disciplines. Taking as its subject matter "life, the universe, and everything," Strate describes the field as interdisciplinary and communication-centered, provides a detailed explication of McLuhan's famous aphorism, "the medium is the message," and explains that the human condition can only be understood in the context of our biophysical, technological, and symbolic environments. Strate provides an in-depth examination of media ecology's four key terms: *medium*, which is defined in much broader terms than in other fields; *bias*, which refers to tendencies inherent in materials and methods; *effects*, which are best understood via the Aristotelian notion of formal causality and contemporary systems theory; and *environment*, which includes the distinctions between the oral, chirographic, typographic, and electronic media environments. A chapter on tools serves as a guide to further media ecological research and scholarship. This book is well suited for graduate and undergraduate courses on communication theory and philosophy.

MICHELE KNOBEL / COLIN LANKSHEAR

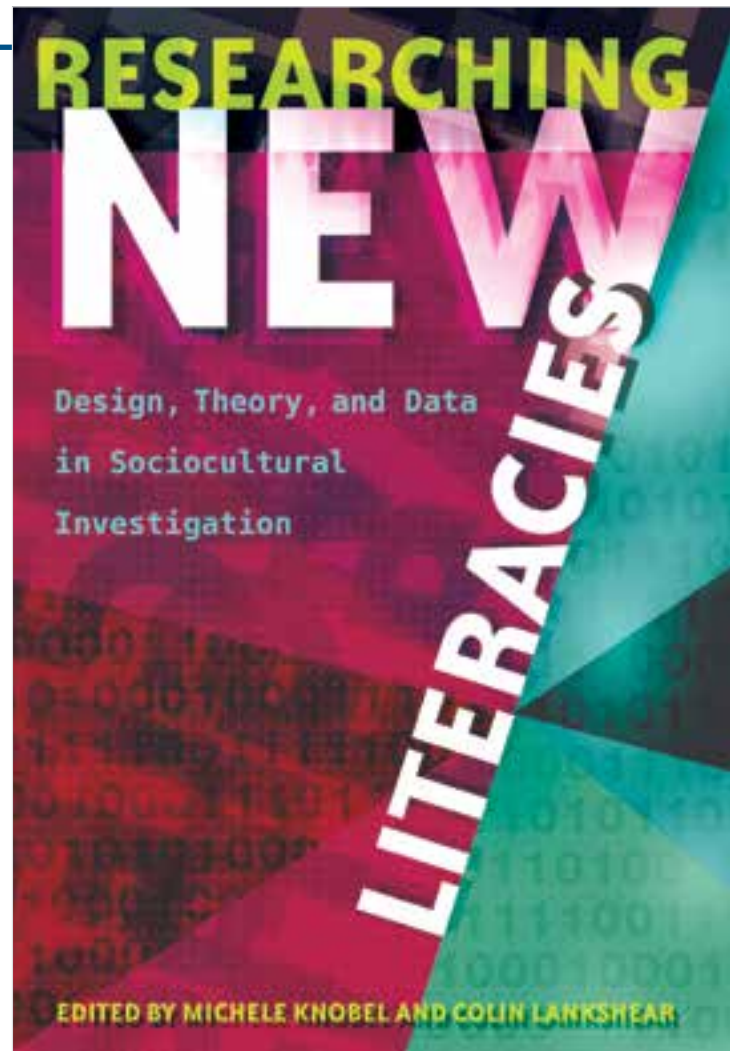
RESEARCHING NEW LITERACIES

Design, Theory, and Data in Sociocultural Investigation

- New Literacies and Digital Epistemologies. Vol. 76
- PB ISBN 978-1-4331-3145-5 | CHF67.00 / €54.20 / €59.60 / €57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4539-1649-0 | CHF71.00 / €54.20 / €65.00 / €64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-3146-2 | CHF113.00 / €91.70 / €100.80 / €98.95 / £74.00 / US\$109.95

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

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



➔ **Ideal for upper level undergraduate and graduate courses on communication theory, media studies, history of communication, history/philosophy of technology, mediated communication, research methods in cultural studies and introductory courses in communication and media studies.**



PAUL MESSARIS / LEE HUMPHREYS (EDS.)

DIGITAL MEDIA

Transformations in Human Communication, 2nd Edition

- 337 PP.
- PB ISBN 978-1-4331-3286-5 | CHF67.00 / €54.20 / €A59.60 / €P57.95 / £44.00 / US\$64.95
- E-BOOK ISBN 978-1-4331-3955-0 | CHF71.00 / €54.20 / €A65.00 / €P64.95 / £44.00 / US\$64.95

The age of digital media has given rise to a new social world. It is a world in which the transmission of information from the few to the many is steadily being supplanted by the multi-directional flow of facts, lies, and ideas. It is a world in which hundreds of millions of people are voluntarily depositing large amounts of personal details in publicly accessible databases. It is a world in which interpersonal relationships are increasingly being conducted in the virtual sphere. Above all, this is a world that seems to be veering off in unpredictable ways from the trends of the immediate past. This book is a probing examination of that world, and of the changes that it has ushered into our lives. In more than thirty essays by a wide range of scholars, this must-have second edition examines the

impact of digital media in six areas—information, persuasion, community, gender and sexuality, surveillance and privacy, and cross-cultural communication—and offers an invaluable guide for students and scholars alike. With one exception, all essays are completely new or revised for this volume.

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

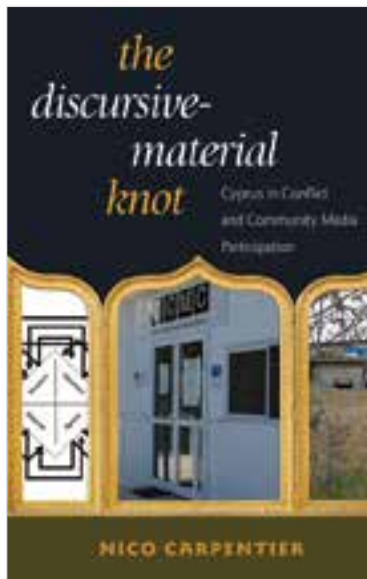
NICO CARPENTIER

THE DISCURSIVE-MATERIAL KNOT
Cyprus in Conflict and Community Media Participation

- PB. ISBN 978-1-4331-3753-2 | CHF67.00 / €54.20 / €A59.60 / €P57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-3754-9 | CHF71.00 / €54.20 / €A65.00 / €P64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-2885-1 | CHF113.00 / €91.70 / €A100.80 / €P98.95 / £74.00 / US\$109.95

The theoretical framework of the discourse-material knot consists out of a non-hierarchical ontology of the interactions of the discursive and the material, articulating the assemblages that are driven by this ontological setting as restless and contingent, sometimes incessantly changing shapes and sometimes being deeply sedimented. This book acknowledges the importance of discourse studies, in having produced a better understanding of the socio-political role of frameworks of intelligibility, and of materialism theory in highlighting the importance of the agentic role of materials. Still, the combination of the discursive and the material requires our attention in a much more fundamental way, and that is where this book's first platform aims to provide a contribution to.

These ontological-theoretical reflections are not produced in a void, but they are put to work in this book, first in platform two, which consists out of a discursive-material re-reading of three theoretical fields, dealing with practices that are all highly relevant in contemporary democracies: participation, community media and conflict (transformation). Finally, in the third platform, this book turns its attention to a particular social reality, analyzing the logic of the discursive-material knot in the particular context of the Cyprus Problem. This case study fills a gap by bringing community media and conflict transformation together, through the analysis of the role of the Cyprus Community



Media Centre (CCMC), and its webradio MYCYradio, in contributing to the transformation of antagonism into agonism. Deploying a discursive-material analysis to study the participation and agonization (and their articulation) in CCMC/MYCYradio will show the complexity and richness of conflict transformation processes, in combination with the importance of organizations such as CCMC/MYCYradio for the betterment of society.

➔ **Ideal for doctoral and masters courses as well as the global community, media activist community, and the policy-makers that deal with conflict (transformation) and media.**



SANDRA C. DUHÉ (ED.)

NEW MEDIA AND PUBLIC RELATIONS

- 371 PP.
- PB. ISBN 978-1-4331-3273-5 | CHF67.00 / €54.20 / €A59.60 / €P57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4137-9 | CHF71.00 / €54.20 / €A65.00 / €P64.95 / £44.00 / US\$64.95

The second edition of *New Media and Public Relations* captures how the extraordinary global adoption of social media in recent years has changed the way organizations and the public relate to one another. Scholars from around the world provide intriguing insights into how constantly emerging technologies require organiza-

tions to be interactive and authentic in virtual environments where control and creation of messages is a shared process. New theoretical perspectives are offered, along with case studies and practical suggestions for using online venues in corporate, charitable, political, cause advocacy, religious, health, university, and crisis settings. Although a number of authors from the first edition have returned to contribute to the second edition, the content of each chapter is entirely new.

➔ **Ideal as a primary text for advanced (jr/sr), graduate, and adult education courses in digital communication/ social media in public relations departments. It can likewise be used as a supplementary text for other advanced undergraduate and graduate courses including Principles of Public Relations, Public Relations Case Studies, Public Relations Management, and Public Relations Strategy.**

DOUGLAS J. SWANSON

REAL WORLD CAREER PREPARATION

A Guide to Creating a University Student-Run Communications Agency

- PB. ISBN 978-1-4331-3174-5 | CHF55.00 / €44.20 / €A48.60 / €P47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1681-0 | CHF98.00 / €75.00 / €A90.00 / €P89.95 / £60.00 / US\$89.95

University student-run communications agencies allow students to work with real clients and get real world experience before they graduate. They are increasing in popularity, but building a successful agency is challenging.

With more than 10 years of experience supervising a student-run agency, Swanson examines the three critical roles a student agency must fulfill in order to be successful. It must be an exceptional environment for learning. It must be a successful business – because without satisfied clients, the agency will not survive; and it must be a supportive partner in the on- and off-campus community.

As the first book to address student run agencies, *Real World Career Preparation* offers extensive 'how to' guidance – and is supported by more than a dozen best practices examples from student agencies across the US. It is essential reading for

BARBARA MUELLER

DYNAMICS OF INTERNATIONAL ADVERTISING

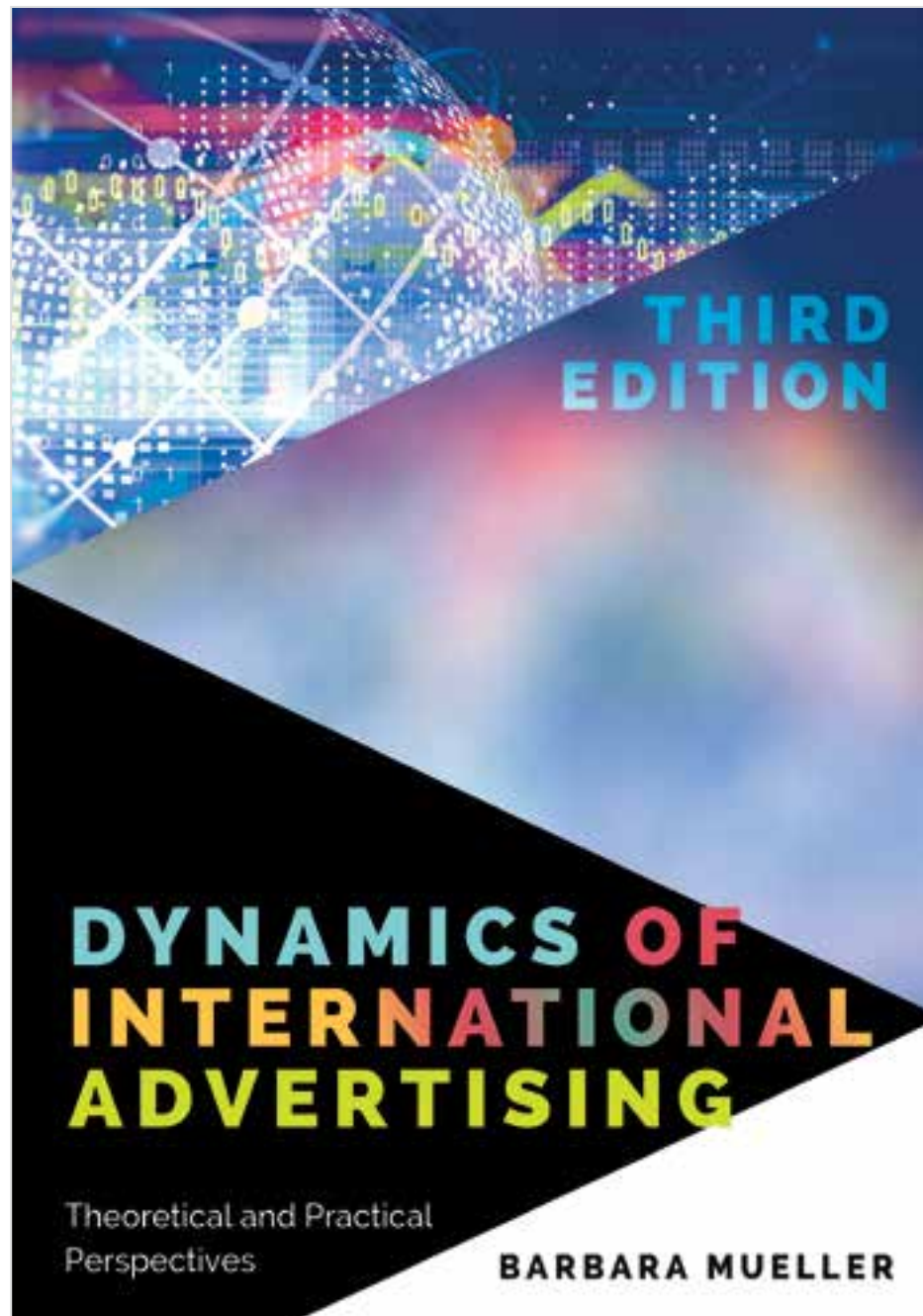
Theoretical and Practical Perspectives – THIRD EDITION

- PB. ISBN 978-1-4331-2759-5 | CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-3952-9 | CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95

Now in its third edition, *Dynamics of International Advertising* highlights the unique challenges marketers face in developing and implementing successful international advertising campaigns. With a balance of theoretical and practical perspectives, this edition takes the reader inside the dynamics of advertising as it functions within the international marketing mix. Updated with the most recent statistical information as well as current examples and case studies, the text addresses the key issues that advertisers must keep in mind in creating effective communication programs for foreign markets: cultural norms and values, political and legal environments, economic policies, social contexts and more. Both the process and product of international advertising are addressed, from research and strategy development to creative execution and media planning. Ethical concerns are highlighted as well.

Dynamics of International Advertising is a comprehensive text for upper-division undergraduate or graduate level courses dealing with International Advertising. It can also serve as a supplemental text for courses in international marketing as well as for introductory advertising, marketing or mass communication courses seeking to expand coverage of the international dimension.

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



faculty members or administrators who are involved with an agency, or plan to launch one in the future.

➔ Ideal for undergraduate and graduate courses in student-run agency classrooms, or as required reading for students engaged in an agency.

COMMUNICATION

SUSAN B. BARNES

AN INTRODUCTION TO VISUAL COMMUNICATION

From Cave Art to Second Life (2nd edition)

- Visual Communication. Vol. 7
- PB. ISBN 978-1-4331-4203-1 | CHF55.00 / €44.20 / €^A48.60 / €^D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4204-8 | CHF58.00 / €44.20 / €^A53.00 / €^D52.95 / £36.00 / US\$52.95

Technological changes have radically altered the ways in which people use visual images. Since the invention of photography, imagery has increasingly been used for entertainment, journalism, information, medical diagnostics, instruction, branding and communication. These functions move the image beyond aesthetic issues associated with art and into the realm of communication studies. This introductory textbook introduces students to the terminology of visual literacy, methods for analyzing visual media, and theories on the relationship between visual communication and culture. Exploring the meanings associated with visual symbols and the relationship of visual communication to culture, this book will provide students with a better understanding of the visually oriented world in which they live. From cave art to virtual reality, all visual media are discussed with methods for evaluation. Student-friendly features such as boxed topics, key terms, web resources, and suggestions for exercises are provided throughout.

➔ Ideal for courses in visual communication and graphic design.



SUSAN B. BARNES

BRANDING AS COMMUNICATION

- Visual Communication. Vol. 5
- PB ISBN 978-1-4331-2803-5 | CHF32.65 / €25.35 / €^A30.42 / €^D30.17 / £20.00 / US\$32.95
- E-BOOK. ISBN 978-1-4539-1791-6 | CHF36.00 / €27.50 / €^A33.00 / €^D32.95 / £22.00 / US\$32.95

Once only a sign, technologies have helped to transform brands into symbols that we constantly encounter in our natural and mediated environments. Moreover, the branding of culture marks a commercialization of society. Almost everywhere we look, a brand name or logo appears. By combining a scholarly approach with case studies and examples, this text bridges the worlds of communication and business by providing a single vocabulary in which to discuss branding. It brings these ideas together into a coherent framework to enable discussions on the topic to occur in a variety of disciplines. A number of perspectives are also provided, including brands as signs and symbols, brand personality, history, communication, cognitive factors, loyalty, personal branding, community, and social issues.

Providing a comprehensive overview of the branding process – from the creation of brands to analysis of their messages – readers will begin to understand the communicative impact of branding.

➔ Ideal for courses in communication & society and business communication

DALE HERBECK / SUSAN J. DRUCKER (EDS.)

COMMUNICATION AND THE BASEBALL STADIUM

Community, Commodification, Fanship, and Memory

- 224 PP.
- Urban Communication. Vol. 2
- PB. ISBN 978-1-4331-2145-6 | CHF55.00 / €44.20 / €^A48.60 / €^D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1822-7 | CHF58.00 / €44.20 / €^A53.00 / €^D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-2146-3 | CHF98.00 / €79.20 / €^A87.10 / €^D84.95 / £64.00 / US\$94.95

Baseball stadia are places of memory, identity, athletic and architectural accomplishment. They are sites capable of arousing passion, sentimentality and a sense of community. The baseball stadium provides a unique lens through which to understand, explore and expand an understanding of communication theories. While baseball has previously been explored by scholars, this volume introduces the stadium as a way of exploring communication and communication theories through an examination of the four discrete themes that frame the organization of this work: Community and Communication, Fandom and Communication, Memory and Communication, and Commodification and Communication. This volume offers a unique approach to those interested in communication theory, popular culture, sports management, and people environment studies.

➔ Ideal for courses in Communication Theories, Communication and Sports, Communication and Popular Culture, Urban Studies and Sports Studies

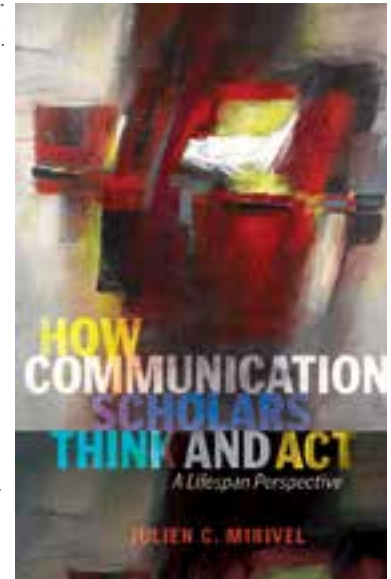
INTERPERSONAL COMMUNICATION

JULIEN C. MIRIVEL

HOW COMMUNICATION SCHOLARS THINK AND ACT

A Lifespan Perspective

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



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

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

HONEYCUTT, JAMES M. /
SHELDON, PAVICA

SCRIPTS AND COMMUNICATION FOR RELATIONSHIPS, SECOND EDITION

• PB. ISBN 978-1-4331-4217-8 | CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95

E-Book. ISBN 978-1-4331-4263-5 | CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95

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

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

VINCE WALDRON

THE MIDDLE YEARS OF MARRIAGE

Challenge, Change, and Growth

- Lifespan Communication. Vol. 13
- PB. ISBN 978-1-4331-3343-5 | CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4213-0 | CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-4216-1 | CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

Midlife can be a time of great change for individuals and a "make or break" period for marriages. Couples navigate a relationship landscape defined by such life-course landmarks as "the empty nest," changing roles at home and at work, aging bodies, and the need to care for family elders. Some partnerships are resilient through this period, adopting practices that help them cope, bounce back, and even *thrive* in the face of adversity. Others sputter, wither, and burn out. What makes a midlife marriage resilient? Drawing from hundreds of interviews with couples, *The Middle Years of Marriage* answers this question.

➔ **Ideal for upper-level undergraduate and graduate level courses in Communication: Family Communication, Interpersonal Communication, Communication in Personal Relationships, Lifespan Communication; Intergenerational Communication; Research Methods In Gerontology/Lifespan studies: Aging and The Family, Aging and Marriage, various courses on midlife in Psychology/Counseling: Personal Relationships, Psychology of Aging, Marriage Counseling, and Family Counseling.**

POLITICAL COMMUNICATION

RUTH DEFOSTER

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

- 218 PP.
- Frontiers in Political Communication. Vol. 33
- PB. ISBN 978-1-4331-3903-1 | CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-3904-8 | CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4271-0 | CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

Why are some crimes identified as acts of terrorism, while others are not? How are critical terms like "terrorism" and "mass shooting" defined and understood in the 21st century? What are some of the causes of the unique American epidemic of mass shootings and gun violence? *Terrorizing the Masses* considers the invisible role that the media play in shaping the way we think about terrorism, gun violence, fear, and identity. This book explores media coverage of five mass shootings over a 20-year period, examining role that race, religion and gender play in framing some of the most high-profile crimes of American society. The results of this research show that the use of "terrorism" is uneven and inconsistent. Indeed, on a practical level, "terrorism" is an almost meaningless word—it is slippery and ephemeral, and its utility is largely in propaganda. This book succinctly analyzes what "terror" means in the 21st century, how news media use the term, and how journalists can cover tragedy without falling prey to the pitfalls of sensationalism, fear, and contagion.

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

JOURNALISM

PETER BERGLEZ / ULRIKA OLLAUSSON / MART OTS

WHAT IS SUSTAINABLE JOURNALISM?

Integrating the Environmental, Social, and Economic Challenges of Journalism

- PB. ISBN 978-1-4331-3440-1 | CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4380-9 | CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-4386-1 | CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

This edited volume, which elaborates on the idea and concept of sustainable journalism, is the result of a perceived lack of integral research approaches to journalism and sustainable development. Thirty years ago, in 1987, the Brundtland Report pointed out economic growth, social equality and environmental protection as the three main pillars of a sustainable development. These pillars are intertwined, interdependent, and need to be reconciled. However, usually, scholars interested in the business crisis of the media industry tend to leave the social and environmental dimensions of journalism aside, and vice versa. What is Sustainable Journalism? is the first book that discusses and examines the economic, social and environmental challenges of professional journalism simultaneously. This unique book and fresh contribution to the discussion of the future of journalism assembles international expertise in all three fields, arguing for the necessity of integral research perspectives and for sustainable journalism as the key to long-term survival of professional journalism.

➔ **Ideal for scholars and MA students in media economy, media and communication, and sustainable / environmental communication.**

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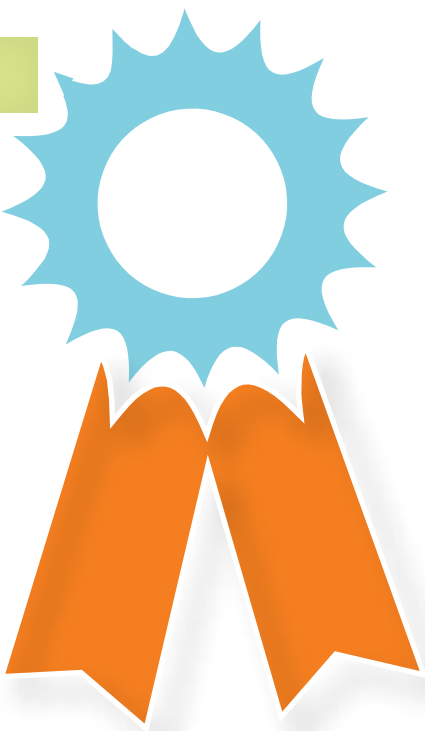
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