



**PETER LANG**  
INTERNATIONAL ACADEMIC PUBLISHERS

**2018** SPRING



**MULTI**  
**DISCIPLINARY**  
TEXTBOOK CATALOGUE

# Contents

Race, Culture and Education	2	Childhood	20
Curriculum	7	Youth Studies	21
Curriculum: Science	8	Media Literacy	23
Curriculum: History	9	Media	24
Curriculum: Humanities	9	Journalism	27
Language, Literacy, and Writing	10	Communication	30
Foundations	11	Interpersonal Communication	31
Educational Psychology	11	Health Communication	32
Gender Studies	12	Public Relations	32
Critical Pedagogy	12	Politics	33
Research	15	Black Studies	34
Education Reform	16	Education	34
Global and Comparative Education	16	Award Winners	34
Higher Education	17	Author Index	35
Leadership	19	Worldwide Partners	36
Teacher Education	20		

## The Peter Lang Publishing Group

WORLD HEADQUARTERS  
PETER LANG AG  
Peter Lang International Academic  
Publishers  
Wabernstrasse 40  
CH-3007 Bern SWITZERLAND  
Tel. +41 (0)31 306 17 17  
Fax +41 (0)31 306 17 29  
bern@peterlang.com

PETER LANG GMBH  
Internationaler Verlag der  
Wissenschaften  
Schlüterstraße 42  
10707 Berlin DEUTSCHLAND  
Tel. +49 (0)30 232567900  
Fax +49 (0) 30 232 567 902  
berlin@peterlang.com

PETER LANG PUBLISHING,  
INC.  
29 Broadway, 18<sup>th</sup> floor  
New York, New York 10006 USA  
Tel: (800) 770-LANG (in US)  
Tel: ++1 (212) 647-7706 (outside US)  
Fax: ++1 (212) 647-7707  
CustomerService@plang.com

PETER LANG LTD  
INTERNATIONAL ACADEMIC  
PUBLISHERS  
52 St Giles  
Oxford OX1 3LU  
GREAT BRITAIN  
Tel: +44 (0)1865 514160  
Fax : +44 (0)1865 604028  
oxford@peterlang.com

P.I.E. - PETER LANG SA  
Éditions scientifiques internationales  
1 avenue Maurice, 6e étage  
B - 1050 Bruxelles  
BELGIQUE  
Tél. : ++32 (2) 347 72 36  
Fax : ++32 (2) 347 72 37  
pie@peterlang.com

Spring 2018

Dear colleagues and customers,

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

In Education, we are delighted to introduce some of our excellent new projects, including ***Critical Multicultural Perspectives on Whiteness*** Edited by Virginia Lea, Darren E. Lund and Paul R. Carr and ***Radical Imagine-Nation: Public Pedagogy and Practice*** Edited by Peter McLaren and Susanne SooHoo, with essays by Antonia Darder, Donald Macedo, Peter Mayo, Bettina Love and more. We are pleased to introduce the new series, Teaching Critical Themes in American History, Edited by Caroline R. Pryor with ***Teaching the Struggle for Civil Rights, 1948-1976*** being the primary publication this spring. Accolades for our Education titles include **Philosophy of Education Society of Australasia 2017 Book Award** winner, ***Happiness, Hope and Despair: Rethinking the Role of Education*** by Peter Roberts and ***Border Crossing "Brothas": Black Males Navigating Race, Place, and Complex Space*** by Ty-Ron Douglas—the winner of two awards—the **Society of Professors of Education and AESA Critics' Choice Award**.

Our Media and Communication program is quite robust with many timely new releases including ***Gatewatching and News Curation***, edited by Axel Bruns and the topical ***Media and the Transnational Climate Justice*** by Anna Roosvall and Matthew Tegelberg. ***An Encyclopedia of Communication Ethics*** Edited by Ronald C. Arnett, Annette M. Holba and Susan Mancino—ideal for student use as well as for library collections.



Our textbook program has been expanded into Politics, this season's new publications ***Women, Feminism and Pop Politics*** by Karrin Vasby Anderson and ***Environmental Activism*** and the Media by Maxine Newlands.

We are pleased to offer our textbooks in not only print but digital formats available through Amazon (Kindle), Apple (iBooks), Barnes & Noble Nook, Bibliotech, Blackwell Learning, Feedbooks, Follett, Google Play, ITSI Education, Kobo, Kortext, Lix, Microsoft, PaperC, Rethink Books, Sainsbury's, VitalSource, Wook, Zola Academic and more! Exam copies are available for all of our classroom books—I encourage you to look closely at the titles in this catalogue and request copies of those volumes that would be of use in your Classroom. I also invite you to consider us as your next publisher—if you are working on a manuscript or prospectus in any of our publication fields, let one of our friendly acquisitions editors know. I am certain that you will find the publishing process with Peter Lang a rewarding experience.

*Best wishes,*

*Farideh Koochi-Kamali*

Senior Vice President  
Farideh.Koochi@plang.com

If you have a textbook or other proposal send it to the editor responsible for the following disciplines below:

**Education**

Sarah Bode,  
Acquisitions Editor  
Sarah.Bode@plang.com

**Politics, International Relations,  
Law and Economics**

Kristin Purdy, Acquisitions Editor  
Kristin.Purdy@plang.com

**Media and Communication;  
Performing Arts**

Kathryn Harrison,  
Acquisitions Editor  
Kathryn.Harrison@plang.com

**Latin American Studies**

Emma Clarke, Acquisitions Editor  
E.Clarke@peterlang.com

**Regional Studies— Middle East,  
Asian, and Latin America**

Farideh Koochi-Kamali,  
Senior Vice President  
Farideh.Koochi@plang.com

**China Studies**

Na Li, Acquisitions Editor  
N.Li@peterlang.com

**Humanities: Literature, History,  
Religion, Philosophy**

Meagan Simpson,  
Acquisitions Editor  
Meagan.Simpson@plang.com



## RACE, CULTURE AND EDUCATION



STEVEN KNIFFLEY JR. /  
ERNEST BROWN JR. / BRYAN DAVIS

### OUT OF K.O.S. (KNOWLEDGE OF SELF)

#### Black Masculinity, Psychopathology, and Treatment

- 168 PP.
- Black Studies and Critical Thinking. Vol. 86
- PB. ISBN 978-1-4331-3170-7 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1693-3 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3171-4 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US\$89.95

*Out of K.O.S. (Knowledge of Self): Black Masculinity, Psychopathology, and Treatment* provides a comprehensive analysis of the development of racialized masculinity in Black males. This text explores the current theories related to gender development and racial identity development and their impact on the formation and expression of Black masculinity. Specifically, this text investigates the intersection between Black masculinity development, racial identity, and race-related traumas/stressors. *Out of K.O.S. (Knowledge of Self): Black Masculinity, Psychopathology, and Treatment* highlights the dual experience of social oppression and cultural identity suppression as the catalyst for the formation

of unintegrated Black masculinity, and its subsequent influence on Black male mental health. Lastly, this book provides a comprehensive discussion concerning therapeutic variables and clinical interventions that can be helpful when working with Black males in a clinical setting.

➔ **Ideal for undergraduate and graduate courses in black studies, gender identity, multicultural psychology, psychopathology, and intervention.**



MENAH PRATT-CLARKE

### A BLACK WOMAN'S JOURNEY FROM COTTON PICKING TO COLLEGE PROFESSOR

#### Lessons about Race, Class, and Gender in America

- 272 PP.
- Black Studies and Critical Thinking. Vol. 107
- PB. ISBN 978-1-4331-4974-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4970-2 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-4973-3 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

*A Black Woman's Journey from Cotton Picking to College Professor: Lessons about Race, Class, and Gender in America* traces the journey and transformation of Mildred Girts, a young Black girl in rural east Texas in the 1930s who picked cotton to help her family survive, to Dr. Mildred Pratt, Professor Emerita of Social Work, who, by

lifting as she climbed, influenced hundreds of students and empowered a community.

As a daughter, sister, wife, mother, and scholar-activist, Mildred lived her core beliefs: she felt that it was important to validate individual human dignity; she recognized the power of determination and discipline as keys to success; and she had a commitment to empowering and serving others for the greater good of society. Such values not only characterized the life that she led, they are exemplified by the legacy she left. *A Black Woman's Journey from Cotton Picking to College Professor* reflects those core values. It celebrates ordinary lives and individuals; it demonstrates the value of hard work; and it illustrates the motto of the National Association of Colored Women, "lifting as we climb."

*A Black Woman's Journey from Cotton Picking to College Professor* can be used for courses in history, ethnic studies, African-American studies, English, literature, sociology, social work, and women's studies. It will be of interest to sociologists, anthropologists, historians, political economists, philosophers, social justice advocates, humanists, humanitarians, faith-based activists, and philanthropists.

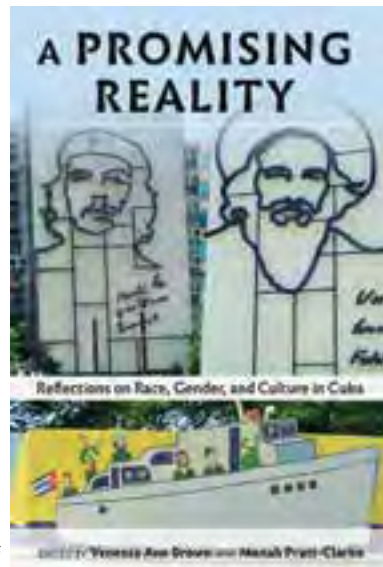
➔ **Ideal for undergraduate and graduate courses in American studies, higher education, race and ethnic studies, African-American studies, women's studies, intro to social work, American literature, women's literature, composition, U.S. history, civil rights and autobiography.**

VENESSA ANN BROWN /  
MENAH PRATT-CLARKE (EDS.)

### A PROMISING REALITY Reflections on Race, Gender, and Culture in Cuba

- 138 PP.
- Black Studies and Critical Thinking. Vol. 105
- PB. ISBN 978-1-4331-3307-7 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4539-1872-2 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-3308-4 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US\$89.95

*A Promising Reality: Reflections on Race, Gender, and Culture in Cuba* is a compilation



of the reflections of a group of chief diversity officers, faculty, and educators from the United States about Cuba. As part of the National Association of Diversity Officers in Higher Education delegation to Cuba in July, 2015, *A Promising Reality* represents a collection of voices, experiences, and perspectives about issues of race, gender, cultural identity, and the African experience in Cuba. Key themes explored include Cuban culture, the Cuban Revolution, politics, economics, education, equity, and social change. Utilizing narrative inquiry, some of the reflections are comparative with the United States, and some reflections focus exclusively on Cuba. The book takes readers on a journey of thought-provoking stories that reflect the excitement, uncertainty, complexity, and promising possibilities on the cusp of changing diplomatic, political, economic, and social relationships between the United States and Cuba. *A Promising Reality* seeks to broaden the perspectives of its readers regarding US-Cuban relations. This book is ideal for courses on international relations, international studies, international affairs, comparative cultures, political science, education, politics, sociology, history, race, gender, and social justice. It is a must-read for anyone traveling to Cuba as part of study-abroad, professional development, or personal adventure.

➔ **Ideal for undergraduate and graduate courses in black studies, gender studies, international programs, social work, sociology, history, political science, and education.**



TIERRA B. TIVIS

### RETHINKING BLACK MOTHERHOOD AND DRUG ADDICTIONS

#### Counternarratives of Black Family Resilience

- 214 PP.
- Black Studies and Critical Thinking. Vol. 106
- PB. ISBN 978-1-4331-3503-3 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4963-4 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-3504-0 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

*Rethinking Black Motherhood and Drug Addictions: Counternarratives of Black Family Resilience* offers a unique perspective on the complexities of being a Black mother addicted to crack, powder cocaine, heroin, and crack. Qualitative interviews provide rich narratives from five Black mothers challenging negative controlled images and stereotypes of Black motherhood and drug addiction. Using Black Feminist Thought, Critical Race Feminism, and Resilience as conceptual frameworks, this book confronts hegemonic constructions of Black mothers and their children within the context of drug addictions. Particular attention is focused on using the mothers' self-definitions of struggles and family resilience to dismantle the negative controlled images of the junkie and the crack ho' and her crack baby. The mothers

in this book speak truth to their experiences with motherhood and addictions to some of the most powerful street drugs that explicitly defy the junkie, crack ho', and crack baby images. The book also addresses tensions existing within researcher-participant relationships and nuances unique to research with Black mothers in recovery. Personal lessons learned and challenges experienced during the research process are highlighted as Tivis shares dilemmas of self-reflections of positionality, accountability and use of language. *Rethinking Black Motherhood and Drug Addictions* contains important implications for research and practice in education and across other disciplines concentrating on mothers and children from racially diverse backgrounds. This book will be relevant for both undergraduate and graduate students and academics within these disciplines. *Rethinking Black Motherhood and Drug Addictions* will be of interest to advanced pre-service teachers and other disciplines engaging in clinical and professional practice with addiction and with families.

➔ **Ideal for undergraduate and graduate courses in African American families in film; multicultural perspectives of women in the U.S.; race, identity, and culture in urban schools; development of black children and their families; family resiliency; understanding research in women's studies; racial and ethnic families; ethnography urban communities; qualitative methods; and qualitative research methods.**

DAMANI PHILLIPS

### WHAT IS THIS THING CALLED SOUL Conversations on Black Culture and Jazz Education

- 240 PP.
- Black Studies and Critical Thinking. Vol. 103
- PB. ISBN 978-1-4331-4570-4 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-4565-0 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95
- E-BOOK. ISBN 978-1-4331-4571-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95



How does academic jazz education impact the Black cultural value of soulfulness and esthetic standards in contemporary jazz music? Through candid conversations with nine of the country's most highly respected jazz practitioners and teachers, *What Is This Thing Called Soul* explores the potential consequences of forcing the Black musical style of jazz into an academic pedagogical system that is specifically designed to facilitate the practice and pedagogy of European classical music. This work tests the belief that the cultural, emotional and esthetic elements at the very core of jazz's unique identity, along with the music's overt connection to Black culture, are effectively being "lost in translation" in traversing the divide between academic and non-academic jazz spheres. Each interviewee commands significant respect worldwide in the fields of jazz performance and jazz pedagogy. Noteworthy subjects include: Rufus Reid, Lewis Nash, Nicholas Payton and Wycliffe Gordon—along with the late jazz masters Marcus Belgrave and Phil Woods. Interviews are supplemented by original analysis of the nature and validity of these issues contributed by the author. *What Is This Thing Called Soul* offers a candid and objective look into pressing issues of race, culture and ethnic value in relation to both jazz music and jazz education. Sensitivity, marginalization and even a fear of offending others has limited open discussion of how the soul of jazz music can be lost in technical boundaries. *What Is This Thing Called Soul* is the first attempt

to directly address such culturally urgent issues in jazz music.

➔ **Ideal for courses in music education and cultural studies.**

THEODOREA REGINA BERRY

### STATES OF GRACE

#### Counterstories of a Black Woman in the Academy

- Black Studies and Critical Thinking. Vol. 108
- PB. ISBN 978-1-4331-2707-6 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / £28.00 / US\$40.95
- E-BOOK. ISBN 978-1-4331-5000-5 / CHF45.00 / €34.20 / €A41.00 / €D40.95 / £28.00 / US\$40.95
- HB. ISBN 978-1-4331-2708-3 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / £77.00 / US\$114.95

*States of Grace: Counterstories of a Black Woman in the Academy* recognizes, acknowledges, and centers race and gender through the embodiment of Black womanhood in the academy in the context of grace. Encapsulated in concepts of grace, *States of Grace: Counterstories of a Black Woman in the Academy* reveals the dynamic, multi-dimensional presence of a scholar who brings her whole-ness into her scholarship and teaching, providing insights and guidance along the way.

➔ **Ideal for courses in race and higher education.**

TAMMIE M. CAUSEY-KONATÉ /  
MARGARET MONTGOMERY-RICHARD (EDS.)

### CALLED TO SANKOFA Leading In, Through and Beyond Disaster—A Narrative Account of African Americans Leading Education in Post-Katrina New Orleans

- Black Studies and Critical Thinking. Vol. 109
- PB. ISBN 978-1-4331-2995-7 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / £28.00 / US\$40.95
- E-BOOK. ISBN 978-1-4331-5401-0 / CHF45.00 / €34.20 / €A41.00 / €D40.95 / £28.00 / US\$40.95
- HB. ISBN 978-1-4331-5408-9 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / £77.00 / US\$114.95



*Called to Sankofa* is a collection of Hurricane Katrina survival stories by African American education leaders in New Orleans. It draws upon the West African concept, Sankofa, which loosely translates to "return to the source and fetch." The griots, through their stories, fetch salvageable and knowledge-laden valuables linked to their resilience and rebuilding efforts. Thus, the Sankofa concept serves as a lens for examining leadership in the aftermath of disaster; it serves as an intense magnifier and illuminator of lessons considered relevant and profoundly valuable to guide one's understanding of how to lead in, through, and beyond disaster. Past experiences, yield teachable moments. The lessons excerpted from these moments reveal the sources from which the leaders draw the resilience to recover from trauma, the vision to guide others, the courage to challenge the status quo, the imagination to make a way where there is none, and the stamina to press beyond peril toward an unpromised future. *Called to Sankofa* rejects the assumption that "all was broken" in education – either before or due to Katrina, and through the storytellers, we are reminded that to rebuild things better than before, one must take stock of, extract meaning from, and be guided by what constituted the "before." Hence, *Called to Sankofa* documents the leaders' acts of resilience, optimism, strength, passion, and resolve and details the support structures and sources of inspiration that enabled within them the capacity to adapt to the chaotic and uncertain environments and to be moved to action and leadership.

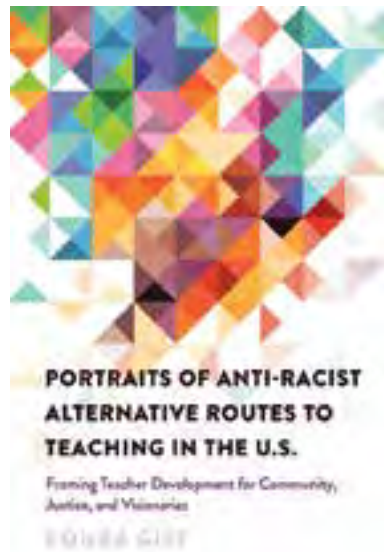
➔ **Ideal for undergraduate and graduate courses in educational leadership, leader behavior, environmental resilience, qualitative research, narrative inquiry and autoethnography.**

CONRA D. GIST (ED.)

**PORTRAITS OF ANTI-RACIST ALTERNATIVE ROUTES TO TEACHING IN THE U.S.**

**Framing Teacher Development for Community, Justice, and Visionaries**

- 156 PP.
- Black Studies and Critical Thinking. Vol. 104
- PB. ISBN 978-1-4331-2788-5 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-4606-0 / CHF47.00 /



€35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95  
 • HB. ISBN 978-1-4331-2789-2 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US \$89.95

*Portraits of Anti-racist Alternative Routes to Teaching in the U.S.: Framing Teacher Development for Community, Justice, and Visionaries* portrays how a critical teacher development framework for Teachers of Color can be applied to alternative routes to teaching and professional development program initiatives to actualize commitments to communities, social justice and visionaries. The types of anti-racist structures, vehicles for justice, tailored and responsive preparation, and community-based partnerships and leadership identified by program initiatives provide a sketch of possibilities for school principals, policy-makers, community organizers, teacher education programs, and district personnel to work together as key stakeholders to begin challenging and dismantling systems of oppression that restrict the recruitment and retention of Teachers of Color in schools. *Portraits of Anti-racist Alternative Routes to Teaching in the U.S.* compels us to stir up a radical imagination to strengthen communities, work for justice, and grow visionaries.

➔ **Ideal for undergraduate, graduate, and doctoral level courses in educational foundations, sociology of education, multicultural education, teacher education, education reform, comparative perspectives on teaching, curriculum and teacher education, curriculum and pedagogy in teacher education, policy perspectives on teaching and teacher education,**

**contexts and micropolitics of teacher education, the practice of teacher education and teacher development, teaching and teacher education in a diverse society, and teacher learning across the professional continuum.**

VERNON LINDSAY

**CRITICAL RACE AND EDUCATION FOR BLACK MALES**

**When Pretty Boys Become Men**

- PB. ISBN 978-1-4331-5459-1 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / £28.00 / US \$40.95
- E-BOOK. ISBN 978-1-4331-5461-4 / CHF42.00 / €34.20 / €A41.00 / €D40.95 / £28.00 / US \$40.95
- HB. ISBN 978-1-4331-5460-7 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / £77.00 / US \$114.95

*Critical Race and Education for Black Males: When Pretty Boys Become Men* is not another boring academic book full of complex theories and jargon that only people who have earned a doctoral degree can understand! It is a series of narratives based on my experiences as a Black male from the third grade until I earned a PhD in Policy Studies in Urban Education. Each chapter illustrates how race, racism, and gender influenced my upbringing in Chicago and the south suburbs. In vivid detail, I provide insight to my life as a preacher's kid, the struggle in searching for an authentic vision of myself, and how school suspensions, detentions, and other infractions impacted the process to realize my full potential. *Critical Race and Education for Black Males: When Pretty Boys Become Men* is written in a format conducive for students and teachers. It strategically uses language that makes the material relatable to Black males and practical for educators who desire to create positive relationships with their students. *Critical Race and Education for Black Males* is designed for courses that reflect the following themes: critical race theory in education; African Americans and education; introduction to urban education; social theory in educational foundations; critical pedagogy; gender, difference, and curriculum; teaching and learning in the multicultural, multilingual classroom.

➔ **Ideal for undergraduate and graduate courses in critical race theory in education; African Americans and education; introduction to urban**

**education; social theory in educational foundations; critical pedagogy; gender, difference, and curriculum; and teaching and learning in the multicultural, multilingual classroom.**

MARCELLA RUNELL HALL / KERSHA SMITH (EDS.)

**UNCOMMON BONDS**

**Women Reflect on Race and Friendship**

- Counterpoints. Vol. 372
- PB. ISBN 978-1-4331-4874-3 / CHF41.00 / €33.30 / €A36.70 / €D35.95 / £27.00 / US \$39.95
- E-BOOK. ISBN 978-1-4331-4878-1 / CHF41.00 / €33.30 / €A40.00 / €D39.95 / £27.00 / US \$39.95
- HB. ISBN 978-1-4331-4877-4 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US \$89.95

*UnCommon Bonds: Women Reflect on Race and Friendship* is a collection of essays written by women from across the United States. The essays unapologetically explore the challenges of developing and maintaining cross-racial female friendships. One of the primary goals of *UnCommon Bonds* is to resist simplifying cross-racial friendships. Instinctively, we believe there is unique joy and pain in these relationships that is never easy to summarize. Thus, we invited authors to submit narratives that challenge assumptions, disclose struggles, and celebrate the complex sisterhood between women of different races. *UnCommon Bonds* will entice a broad audience, ages 18-75. The essays in this book are written by women from various races, ethnicities, economic classes, sexual orientations, religions, and geographic areas. We believe many women will relate to the ideas and experiences explored in this book, as well as, men may also find these essays interesting windows into understanding the give and pull of cross-racial friendships.

➔ **Ideal for undergraduate and graduate courses in introduction to multicultural education, psychology of women, gender studies, youth studies, psychology of racism, storytelling for social justice, introduction to sociology, intergroup dialogue and social work/human behavior in the social environment.**

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

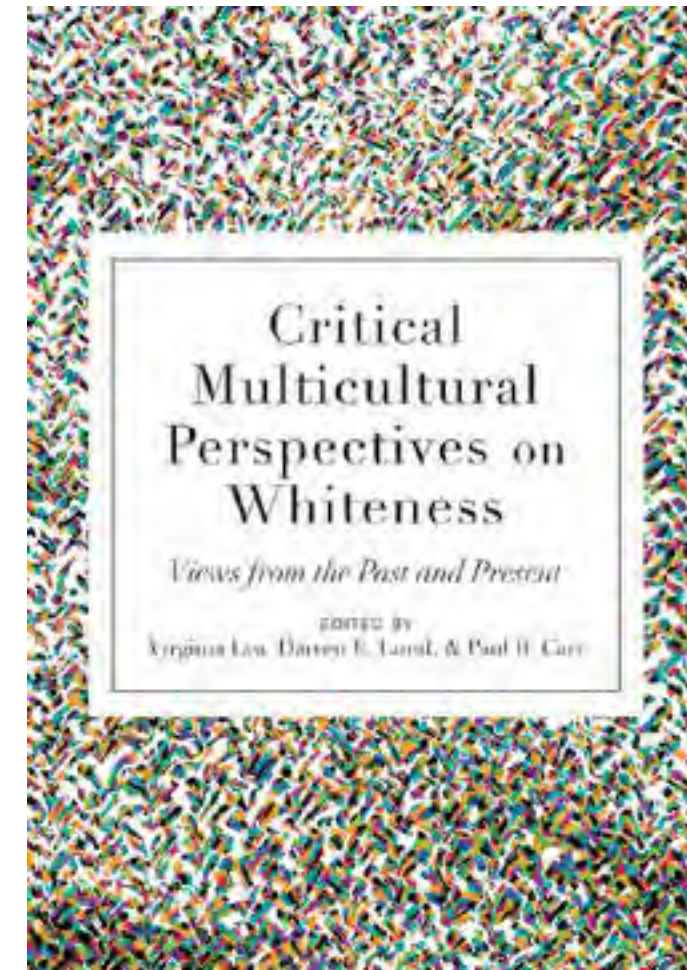
**CRITICAL MULTICULTURAL PERSPECTIVES ON WHITENESS**

**Views from the Past and Present**

- 376 PP.
- Critical Multicultural Perspectives on Whiteness. Vol. 5
- PB. ISBN 978-1-4331-2150-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4400-4 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-2151-7 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

Whiteness is a narrative. It is the privileged dimension of the complex story of "race" that was, and continues to be, seminal in shaping the socio-economic structure and cultural climate of the United States and other Western nations. Without acknowledging this story, it is impossible to understand fully the current political and social contexts in which we live. *Critical Multicultural Perspectives on Whiteness* explores multiple analyses of whiteness, drawing on both past and current key sources to tell the story in a more comprehensive way. This book features both iconic essays that address the social construction of whiteness and critical resistance as well as excellent new critical perspectives.

➔ **Ideal for undergraduate and graduate courses in cultural studies, anti-racism education, anti-colonial education, critical pedagogy, race relations, multicultural education, diversity, social justice, anti-oppressive methodologies and social foundations of education.**



**Contents**

Introduction: Critical Multicultural Perspectives on Whiteness | Virginia Lea, Darren E. Lund and Paul R. Carr

SECTION I: THE SOCIAL CONSTRUCTION OF WHITENESS AND CRITICAL RESISTANCE

1. Romancing the Shadow | Toni Morrison
2. Whiteness as Property | Cheryl L. Harris
3. The Prehistory of the White Worker: Settler Colonialism, Race and Republicanism before 1800 | D. R. Roediger
4. Slavery and Race: The Southern Dilemma | G. M. Frederickson
5. The Invention of the White Race—And the Ordeal of America | T. W. Allen
- vi Critical Multicultural Perspectives on Whiteness: Views from the Past and Present
6. Obscuring the Importance of Race: The Implication of Making Comparisons Between Racism and Sexism (Or Other -isms) | Trina Grillo and Stephanie M. Wildman
7. More than Skin Deep: Understanding the Deep Sources of White Resistance and Key Tools for Addressing It | Heather W. Hackman and Susan Raffo

8. Deconstructing Whiteness: Discovering the Water | Kelly E. Maxwell
9. Disrupting Denial and White Privilege in Teacher Education | Darren E. Lund and Paul R. Carr
10. Imaging Whiteness Hegemony in the Classroom: Undoing Oppressive Practice and Inspiring Social Justice Activism | Virginia Lea and Erma Jean Sims
11. A Chronic Identity Intoxication Syndrome: Whiteness as Seen by an African-Canadian-Francophone Woman | Gina Thésée
12. Nothing to Add: A Challenge to White Silence in Racial Discussions | Robin DiAngelo
13. The Elephant in the Room: Picturebooks, Philosophy for Children and Racism | Darren Chetty

SECTION II: NEW CRITICAL PERSPECTIVES ON WHITENESS

14. Stop Telling that Story! Danger Discourse and the White Racial Frame | Robin DiAngelo
15. Whiteness and Intersectionality Theory | Cynthia Levine-Rasky
16. No Place Like Home? Reconceptualizing Whiteness as Place-

- Space Within Teacher Education | Melissa Winchell
17. Academic Advising and the Maintenance of Whiteness in Higher Education | Geneva L. Sarcedo and Cheryl E. Matias
18. "We Acted Like a Genocidal Country When We Are Clearly Not One": Exploring the Complexities of Racialization and the Structuring Forces of Whiteness in a High School Classroom | Tana Mitchell
19. Whiteness and White Privilege: Problematizing Race and Racism in a "Color-blind" World, and in Education | Paul R. Carr
20. A Hidden Door Outside the Law: Mapping Whiteness and Symbolic Alibis for Crimes Against First Nations People | John L. Hoben
21. An Epistemic Instruction Manual: The Blinding Whiteness of the Australian National Curriculum | Glen Parkes
22. How Did We Get Here? The Role of Whiteness (White Privilege and White Supremacy) in the Current Environmental Crisis | Heather W. Hackman
23. "Does It Make Me White If...?": Registers of Whiteness in the Blog "Stuff White People Like" | Nichole E. Grant





*Opening Doors* argues that the Harborview Chinatown Community Center helps low-income Chinese immigrant families negotiate and navigate their multiple worlds. Specifically, this book examines the services and support for low-income and working-poor Chinese American immigrant families during out-of-school hours.

➔ **Ideal for undergraduate and graduate courses in educational policy studies, Asian American education, immigrant families and U.S. schools, Chinese in the United States, Chinese American identities, Asian American community changes and development and Asian American communities.**

GREG TANAKA (ED.)

**SYSTEMIC COLLAPSE AND RENEWAL**

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

- PB. ISBN 978-1-4331-4826-2 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4745-6 / CHF50.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US \$47.95
- HB. ISBN 978-1-4331-4740-1 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US \$124.95

In a time of great US and global social unrest and unravelling, *Systemic Collapse and Renewal: How Race and Capital Came to Destroy Meaning and Civility in America and Foreshadow the Coming Economic Depression* presents a blueprint for how Americans can respond to that unrest by reclaiming and rebuilding our democracy. Part I traces the deep, underlying sources of the disintegration and collapse. Through storytelling, case history and ethnography, it examines how a small group of people (“elites”) used ethnic diversity resulting from a natural pattern of global in-migration to the US as a distraction while they implemented a planned, behind-closed-doors strategy to seize the democracy, ruin the middle class and deprive a once proud people of an expectation that their government will be “by, for and of the people.” With the former representative democracy “hijacked” by these moneyed interests, *Systemic Collapse and Renewal* demonstrates that it remains quintessentially

American to believe “there can always be a way out,” and that the encroaching acts of fascism by elites can be pushed back and defeated. Tapping into this optimism, Part II of *Systemic Collapse and Renewal* sets forth a path for democratic renewal. That path begins by examining that which was taken away: the “shared meanings” (or cultural norms, beliefs and behaviors) that are deeply American and can be easily re-taught, celebrated and once again used by Americans to build social cohesion as a country. Departing the recent liberal emphasis on critique and on assigning blame, Part II of *Systemic Collapse and Renewal* urges a new US educational and social movement based on mutual reliance—and “healing the wounds”—for an increasingly diverse country. Democratic renewal begins with the simple step of sharing our stories and our dreams about how to make a better world.

➔ **Ideal for undergraduate and graduate courses in introduction to American cultures; social foundations in education; politics in America; anthropology of education; law, government and society; business and government; introduction to political economy; cultural anthropology; qualitative research methods; race and ethnicity in America; urban studies; ethnic studies; and participatory democracy agency and the subject.**

JENNIFER AYALA / JULIO CAMMAROTA / MARGARITA I. BERTA-ÁVILA / MELISSA RIVERA / LOUIE F. RODRÍGUEZ / MARÍA ELENA TORRE (EDS.)

**PAR ENTREMUNDOS  
A Pedagogy of the Américas**

- 260 PP.
- Critical Studies of Latinxs in the Americas Vol. 15
- PB. ISBN 978-1-4331-4485-1 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4486-8 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US \$47.95
- HB. ISBN 978-1-4331-4475-2 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US \$124.95

*PAR EntreMundos: A Pedagogy of the Américas* challenges the standard narratives of “achievement” to think about how Latinx students can experience an educa-

tion that forges new possibilities of liberation and justice. Growing Latinx student populations have led to concerns about “assimilating” them into mainstream academic frameworks. This book offers an alternative, decolonizing approach that embraces complex Latinx identities and clears a path toward resisting systems of oppression. Educating Latinx students should involve more than just helping them achieve in school but rather having them recognize their agency to transform the larger structure of education to promote justice-oriented practices. The authors offer a framework for such transformation by honoring their theoretical lineages, proposing a set of guiding principles, and sharing stories about collective social action within and outside Latinx communities. *PAR EntreMundos: A Pedagogy of the Américas* is a practice of liberation and freedom.

➔ **Ideal for undergraduate and graduate courses in multicultural education, participatory action research, qualitative research methods, Latinx education and ethnic studies.**

BELINDA BUSTOS FLORES / ELLEN RIOJAS CLARK (EDS.)

**DESPERTANDO EL SER  
Transforming Latino Teachers’ Identities, Consciousness, and Beliefs**

- 202 PP.
- Critical Studies of Latinxs in the Americas Vol. 11
- PB. ISBN 978-1-4331-3366-4 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / €29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-4501-8 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / €29.00 / US \$42.95
- HB. ISBN 978-1-4331-3367-1 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US \$89.95

This collection of essays presents a theoretically grounded and research-based process in which the multiple facets of self are explored. While these facets have been studied in the literature using universal theories, *Despertando el Ser* posits that it is important to generate our own epistemological understandings grounded in the lived experience of Latina/o educators. Moving away from majoritarian perspectives of teacher personal development, using a sociocultural and critical theory kaleidoscopic lens, this book critically



examines the notion of Latino teacher identities and other facets of self. *Despertando el Ser* theorizes that a Latino teacher’s identity is an intersection between the personal and professional selves consisting of ethnic/cultural identities, consciousness, beliefs, and motives for teaching. Presented in *Despertando el Ser* is an awakening of self as an ethnic/cultural being, exploring positionality and consciousness, and unearthing our beliefs about learning and teaching. Using varied methodologies, this book provides chapters in which the facets of self are uncovered and explored within diverse educational contexts. Each chapter provides questions to assist the reader to engage in critical reflection. This book can be used for teacher candidates, teachers in practice, teacher educators, and researchers.

➔ **Ideal for undergraduate and graduate courses in education, teacher development and teacher education.**

TIMOTHY T. YUEN / EMILY BONNER / MARÍA G. ARREGUÍN-ANDERSON (EDS.)

**(UNDER)REPRESENTED  
LATIN@S IN STEM  
Increasing Participation Throughout Education and the Workplace**

- Critical Studies of Latinxs in the Americas Vol. 19
- PB. ISBN 978-1-4331-5175-0 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-5176-7 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US \$47.95

- PB. ISBN 978-1-4331-5171-2 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US \$124.95

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

➔ **Ideal for undergraduate and graduate courses in critical issues in education and policy, particularly those related to underrepresentation, diversity, access, and teacher and student identity in STEM; Latino biculturalism in the united states; seminar in Mexican American & Latina/o issues in education; equity and agency in science education; middle grades policy and critical issues; critical perspectives in curriculum and instruction; diversity, equity, and access in higher education; examining school populations, structures,**

**and culture; multicultural issues in higher education; introduction to learning and teaching in a culturally diverse society; STEM in social contexts; critical cultural perspectives on interdisciplinary learning and teaching; and topics in mathematics education.**



MARI CASTAÑEDA / JOSEPH KRUPCZYNSKI

**CIVIC ENGAGEMENT IN DIVERSE  
LATINX COMMUNITIES  
Learning From Social Justice Partnerships in Action**

- 302 PP.
- Critical Studies of Latinxs in the Americas Vol. 17
- PB. ISBN 978-1-4331-4726-5 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4825-5 / CHF55.00 / CHF55.00 / €44.10 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-5014-2 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

Students, faculty, and community partners alike will find *Civic Engagement in Diverse Latinx Communities: Learning From Social Justice Partnerships in Action* accessible not only because it includes an array of examples regarding Latinx civic engagement, but it also demonstrates that personal experiences are powerful tools for the production of new knowledge. This book reveals an epistemology of social justice that aims to investigate and develop a

new Latinx community-university praxis for how to engage with diverse communities in the twenty-first century.

➔ **Ideal for undergraduate and graduate courses in civic engagement and service learning, student conversations about diversity and community, praxis community service, the Latina/o city, and community partnerships and media.**

**CURRICULUM**

NATALIA COLLINGS

**CASES OF TEACHING AND  
LEARNING ACROSS AND BEYOND  
K-12 SETTINGS**

- PB. ISBN 978-1-4331-4916-0 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4912-2 / CHF50.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US \$47.95
- HB. ISBN 978-1-4331-4917-7 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US \$124.95

*Cases of Teaching and Learning Across and Beyond K-12 Settings* compiles cases of teaching and learning that were written by practitioners from a variety of backgrounds in education (elementary, middle, high school and adult instruction) in public, charter, and private institutions, face-to-face and online. *Cases of Teaching and Learning Across and Beyond K-12 Settings* is intended primarily for use in education courses that have students from different specializations, but it also can be an important resource for instructors and students in any education courses who want to develop a broad focus on learning, for example, think about middle school students as former elementary and future high school, college and adult learners. A historical, developmental approach to learning is a founding principle of this book: All cases are written as stories of never-ending multi-faceted development, making them distinct from video cases that are gaining popularity today. These cases capture memorable experiences related to teaching and learning that problematized existing practices and thus presented ample opportunities for critical



thinking and creative performances. Each case in *Cases of Teaching and Learning Across and Beyond K-12 Settings* is paired with analysis written by its author that relied on the theories and research summarized in the first part of the book. The selection of the theories was based on their presence in current research literature, mainly serving as foundations for empirical research, and relevance to various standards for teacher education and leadership. The analyses embedded these theories and allowed for their in-depth understanding and exploration. They can serve as springboards for various written and oral assignments, collaborative and individual.

➔ **Ideal for undergraduate & graduate teacher education courses in educational psychology, elementary and secondary methods, and assessment.**

KRISTOPHER COPELAND / GARRET L. CASTLEBERRY (EDS.)

### COMPETITION, COMMUNITY, AND EDUCATIONAL GROWTH

#### Contemporary Perspectives on Competitive Speech and Debate

- PB. ISBN 978-1-4331-5238-2 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US\$47.95
- E-BOOK. ISBN 978-1-4331-5240-5 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US\$47.95
- HB. ISBN 978-1-4331-2708-3 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / €77.00 / US\$114.95

*Competition, Community, and Educational Growth: Contemporary Perspectives on Competitive Speech and Debate* is an up-to-date text providing informed academic thought concerning the impact of forensics. The primary focus of this book is to demonstrate how the forensic activity allows students to actively engage and learn outside the classroom. Specifically, *Competition, Community, and Educational Growth: Contemporary Perspectives on Competitive Speech and Debate* on how students educationally grow through the activity. Methods and pedagogy is framed in the book as best practices to provide educational growth for students and explicitly connect learning outcomes for students. The book is also from the perspective of higher educational instructors, which provides insight beyond the high school experience. *Competition, Community,*

*and Educational Growth: Contemporary Perspectives on Competitive Speech and Debate* examines contemporary perspectives on competitive speech and debate theory, experience, and methods of instruction.

➔ **Ideal for undergraduate and graduate courses in forensics, forensics practicum and forensics lab.**

TOM LUCEY / KATHLEEN S. COOTER (EDS.)

### FINANCIAL LITERACY FOR CHILDREN AND YOUTH, SECOND EDITION

- PB. ISBN 978-1-4331-3360-2 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4504-9 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-3361-9 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

The 1% and the other 99... the Haves and Have Nots... The rumblings and fall out of the great recession - words like junk bonds, subprime mortgage, bailouts, derivatives, and housing bubble have become part of the daily vernacular of the ordinary American. There is a chasm arguably growing between the "Haves and Have Nots" about which teachers must acknowledge and instruct the adults of tomorrow. The book, *Financial Literacy for Children and Youth (2<sup>nd</sup> Edition)*, asserts that teaching is a social and political act capable of enabling the teachers of today to delve into the practical, theoretical and socio-historical perspectives of financial literacy instruction in schools with the hopes to better the life outcomes of young people. Each section reflects one of those perspectives and each chapter "fits" into the one of those perspectives; each chapter is written by well-known financial literacy educators and is followed by questions designed to encourage discussion and critical analysis. The book is designed for both preservice and in service social studies teachers and is written at a level understandable to both undergraduate and graduate students. The book challenges the teacher or teacher-to-be to think critically about financial literacy instruction as a necessary and important portal to social justice for the students of today

➔ **Ideal for undergraduate and graduate courses in social studies methods, financial theory and problems and ethical issues in finance.**

### CURRICULUM: SCIENCE

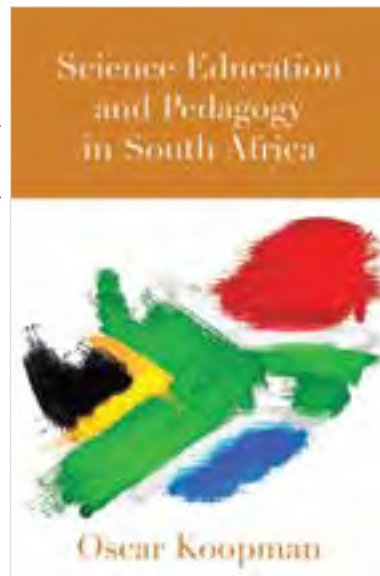
TIM SPUCK / LEIGH JENKINS / TERRIE RUST / REMY DOU (EDS.)

### EINSTEIN FELLOWS Best Practices in STEM Education, Second Edition, 2nd Edition

- 410 PP.
- Educational Psychology. Vol. 27
- PB. ISBN 978-1-4331-5416-4 / CHF65.00 / €52.50 / €A57.70 / €D56.95 / €42.00 / US\$62.95
- E-BOOK. ISBN 978-1-4331-5098-2 / CHF68.00 / €52.50 / €A63.00 / €D62.95 / €42.00 / US\$62.95

Science, technology, engineering, and mathematics (STEM) education are seen by leaders from across the globe as key to economic success and prosperity. The goal of *Einstein Fellows: Best Practices in STEM Education, Second Edition* is to improve the state of STEM education, not only in the United States, but internationally as well: good education anywhere is good for education everywhere. As the body of STEM-learning research grows, this second volume provides the unique perspective of nationally recognized educators who have spent, collectively, more than 400,000 hours at the interface between teaching and learning. The 16 chapters included in this volume are the product of years of practice, mistakes, reflection, and refinement. They provide the experiential pragmatism backed by research so desired by practitioners. Each chapter communicates how its author has implemented a specific STEM practice in the classroom and how the practice might be modified for use in other classrooms, schools, and learning environments. These are stories of success, as well as stories of struggle. Readers of this second edition will gain powerful insight about what really works when it comes to teaching and learning STEM. *Einstein Fellows: Best Practices in STEM Education, Second Edition* will serve as an excellent resource for use in any science, technology, engineering, and mathematics teaching methods course, and no professional education library, K through college, should be without a copy.

➔ **Ideal for undergraduate, graduate and master courses in science, technology, engineering and mathematics teaching; teaching methods; and in-school professional development.**



OSCAR KOOPMAN

### SCIENCE EDUCATION AND PEDAGOGY IN SOUTH AFRICA

- 220 PP.
- Complicated Conversation. A Book Series of Curriculum Studies. Vol. 51
- PB. ISBN 978-1-4331-4804-0 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / €29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4809-5 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / €29.00 / US\$42.95
- HB. ISBN 978-1-4331-4808-8 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US\$89.95

*Science Education and Pedagogy in South Africa* is a contemporary contribution that entices science teachers to 're-examine' or 'rethink' the pedagogical strategies they use in their teaching. It offers fresh and exciting teaching approaches that explore new ways to tackle the worrisome problems of how to plan, implement, and present excellent and quality learning opportunities. From this perspective the book is also a driver to enhance, promote, and accelerate learner performance in science education, given the many challenges that plague the subject. *Science Education and Pedagogy in South Africa* paves the way for researchers, postgraduate science education scholars, as well as pre-service and in-service science teachers to become empowered in their professional growth and development in search of appropriate pedagogies for a multicultural classroom.

➔ **Ideal for undergraduate, graduate, master and doctorate courses in curriculum studies and science education.**

### CURRICULUM: HISTORY

WHITNEY BLANKENSHIP (ED.)

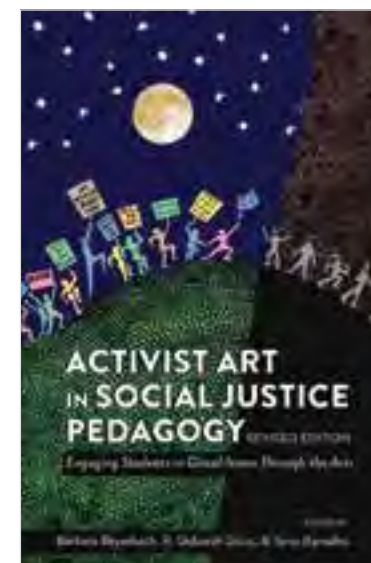
### TEACHING THE STRUGGLE FOR CIVIL RIGHTS, 1948–1976

- Teaching Critical Themes in American History. Vol. 1
- PB. ISBN 978-1-4331-4366-3 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / €28.00 / US\$40.95
- E-BOOK. ISBN 978-1-4331-5413-3 / CHF45.00 / €34.20 / €A41.00 / €D40.95 / €28.00 / US\$40.95
- HB. ISBN 978-1-4331-4953-5 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / €77.00 / US\$114.95

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

➔ **Ideal for undergraduate and graduate courses in teaching in the secondary schools: social studies and student teaching seminars.**

### CURRICULUM: HUMANITIES



BARBARA BEYERBACH / R. DEBORAH DAVIS / TANIA RAMALHO (EDS.)

### ACTIVIST ART IN SOCIAL JUSTICE PEDAGOGY Engaging Students in Glocal Issues Through the Arts, Revised Edition

- 272 PP.
- Counterpoints. Studies in Criticality. Vol. 515
- PB. ISBN 978-1-4331-3497-5 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4436-3 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95

Artists have always had a role in imagining a more socially just, inclusive world—many have devoted their lives to realizing this possibility. In a culture ever more embedded in performance and the visual, examining the role of arts in multicultural teaching for social justice is a timely focus. *In Activist Art in Social Justice Pedagogy* approaches to using activist art to teach a multicultural curriculum are examined and critiqued. Examples of activist artists and their strategies illustrate how study of and engagement in activist art processes glocally—connecting local and global issues—can deepen critical literacy and commitment to social justice. This book is relevant to those (1) interested in teaching more about artist/activist social movements around the globe, (2) preparing pre-service teachers

to teach for social justice, (3) concerned about learning how to engage diverse learners through the arts, (4) teaching courses related to arts-based multicultural education, critical literacy, and culturally relevant teaching. As we think more broadly we address the question "why does a 'social justice through the arts in education' approach make sense"; describe examples of preservice teacher assignments examining artists' roles in activist movements, promoting multicultural understanding and social justice; and share approaches to and examples of using the arts in the United States and abroad to deepen multicultural comprehension and teaching for social justice.

➔ **Ideal for undergraduate and graduate courses in art education and culturally relevant teaching.**



BOYD WHITE / AMÉLIE LEMIEUX

### MAPPING HOLISTIC LEARNING An Introductory Guide to Aesthetigrams

- 146 PP.
- PB. ISBN 978-1-4331-3276-6 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / €29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-4468-4 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / €29.00 / US\$42.95
- HB. ISBN 978-1-4331-3277-3 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US\$89.95

*Mapping Holistic Learning: An Introductory Guide to Aesthetigrams* introduces the concept of aesthetigrams. These are participant-produced visual maps of aesthetic engagement. The map-making strategy was originally developed by one of the authors, Boyd White, to assist him in understanding what his university-level students were experiencing as they interacted with artworks. Such interactions are, after all, private, individualistic, and fleeting. How can a teacher foster student/teacher dialogue that might lead to enhanced engagement, much less do research, without a concrete record of such engagement? Aesthetigrams provide that record. Recently, the strategy has been adapted to other fields of study—the teaching of literature, and philosophy for children, as well as the writing of poetry. Boyd White and Amélie Lemieux are persuaded that the strategy could be expanded into other disciplines. For example, might it not be useful for a teacher to know what a student is feeling and thinking as she struggles with a mathematical concept? *Mapping Holistic Learning* is divided into three sections. Chapter 1 addresses the theoretical framework that underpins the authors' research. The second section, Chapters 2 to 5, provides examples of aesthetigram usage within the formal education environment, in art and literature classrooms. The third section, Chapters 6 and 7, introduces two recent experiments in informal settings—one in an adult poetry workshop, the other in a philosophy-for-children workshop. It is not necessary to follow the book in chronological order. Readers are invited to attend to the chapters that most closely address their individual interests.

➔ **Ideal for undergraduate and graduate courses in education, art education, aesthetics and education, faculty of education and aesthetics and art criticism for the classroom.**

DANIEL R. HEISCHMAN

### WHAT SCHOOLS TEACH US ABOUT RELIGIOUS LIFE | SECOND EDITION

- 178 PP.
- PB. ISBN 978-1-4331-3520-0
- E-BOOK. ISBN 978-1-4331-4296-3 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95



The second edition of *What Schools Teach Us About Religious Life* continues to explore the ways in which private education in the United States mirrors the growing complexity and fluidity of religious life in the United States. Through the study of ten different private schools—representing a wide variety of religious traditions as well as some secular institutions—a picture of contemporary culture, and the place of religious belief within the culture, emerges. Each chapter of this second edition of *What Schools Teach Us About Religious Life* contains a different picture of how individual schools then address that culture.

➔ **Ideal for undergraduate and graduate courses in educational ministry.**

tage, *Verfremdungseffekt* or alienation, tableaux, ostension (showing), gestus, masks and music—Burney constructs an original “3-R Pedagogy” or “spiral of semiosis”—“Rethinking/Replaying/Re-cognition”—that is designed to create critical thinking and “complex seeing”. Her dramatic production of Brecht’s *Lehrstück*, or learning-play, *The Exception and the Rule*, for a non-literate, working-class audience in Hyderabad, India, critically analyses how audiences make meaning through image, word and ideology, gesture, memory, collective experience and personal (hi)stories.

➔ **Ideal for undergraduate and graduate courses in cultural studies, education and drama.**

scholarship, arguing that although practitioner-researchers continue to value anecdotal and experiential evidence, they must also appreciate empirical evidence as mediating theory and practice. Readers of this revised edition will discover an evidence-based orientation to research and be able to evaluate the current scholarship on recommended writing center practice. Chapters examine the research base for current theory and practice involving the contexts of tutoring, tutoring activities, and the tutoring of specific populations. Readers will investigate the sample research question “What is a ‘successful’ writing consultation?” *Researching the Writing Center* concludes with an agenda for future questions about writing center practice that can be researched empirically. This revised edition of the text is intended for writing center professionals, researchers, graduate students in English, composition studies, and education, and peer tutors in training. It is also suitable for courses in writing center theory and practice, learning center theory and practice, composition studies, education, and learning assistance.

➔ **Ideal for undergraduate and graduate courses in writing center history, theory, research, practice and administration; issues in writing program administration; writing center theory, practice, and administration; topics in composition theory and practice; and writing program administration.**

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

➔ **Ideal for undergraduate, graduate, master and PhD courses in surveying literacy studies, literacy education, teacher education, teaching writing B-6 and 5-12, teaching literacy in inclusive settings, B-6 and 5-12, theories and strategies for teaching literacy and English, literacy in the content areas, literacy development in 1st and 2nd language learning, literacy learning and language acquisition, linguistics for teachers and special topics in literacy.**

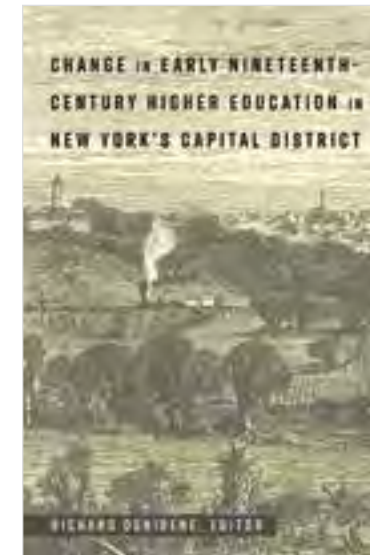
tion to the view communicated in the text, by actively and continuously engaging learners to test one opinion against another. *Philosophy and Education: Engaging Pathways to Meaningful Learning* is primarily designed to help students improve their reasoning skills both orally and in writing, and prepare them for tests and exams at the end of the upper secondary and university-preparatory courses. Some of the chapters in *Philosophy and Education: Engaging Pathways to Meaningful Learning* have been used in the classroom, resulting in highly engaged students who feel they are offered the opportunity to relate to the classroom experience in a meaningful way. None of the activities asks students to make lists of words or spend enormous amounts of time on close reading and interpreting texts—instead, they are required to reflect and share their own thoughts on the relevance of the texts, movies, etc. to their own lives. They learn new words and ideas by discussing the myriad of philosophical questions presented, which makes learning a conversation about life.

➔ **Ideal for courses in English Language teaching & learning.**



involvement in education. Scholars have written insightful studies on individual city systems and school districts, but rarely has the district—as an organizational form itself—been the subject of scrutiny, and Americans have continued to take the district for granted as the primary unit of local schooling. In recent years reformers have also built many of their innovations upon the belief that it is the traditional, bureaucratic, hierarchical district that requires overhaul. *The Shifting Landscape of the American School District* seeks to challenge that perception. The editors argue that the pervasive view of district history—the notion that the school district is a holdover from the progressive reforms of the early twentieth century—has shrouded a fascinating story of the ways in which districts have evolved, innovated, and reacted in response to state and federal mandates, national reform movements, demographic shifts, desegregation, structural/organizational changes, and a shifting political climate. The chapters in this volume offer compelling evidence of the many ways that districts have expanded, contracted, integrated, consolidated, reorganized, and been torn apart over the past century. By covering a wide range of time periods, the authors are able to draw fascinating parallels between the past and present.

➔ **Ideal for undergraduate and graduate courses in departments of educational leadership/administration, principalship, organization, organizational theory, politics of education, school districts, education and public policy, school reform, educational policy, sociology of education, and history of education.**



RICHARD OGNIBENE (ED.)  
**CHANGE IN EARLY NINETEENTH-CENTURY HIGHER EDUCATION IN NEW YORK'S CAPITAL DISTRICT**  
• 208 PP.  
• History of Schools and Schooling. Vol. 61  
• PB. ISBN 978-1-4331-3458-6 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95  
• E-BOOK. ISBN 978-1-4331-4614-5 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95  
• HB. ISBN 978-1-4331-3459-3 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US \$94.95

This book on higher education institutional history is unlike any other. It is not a history of a particular school or a group of schools of the same type; instead it describes the emergence of a varied collection of higher education institutions in the same area in a specific time frame. The setting is New York's Capital District, the cities of Albany, Troy, and Schenectady, primarily during the period from 1790 to the 1850s. Albany was settled by the Dutch in the early 1600s, and Troy and Schenectady were its frontier outposts later in that century. All three flourished because wealth from river-based trade supported new enterprises and attracted new settlers. By 1810, Albany was one of the nation's largest cities, and like prosperous cities anywhere, needed knowledgeable leaders and places to educate their children. Consequently, Union College was founded in Schenectady in 1795 and Albany's Academy and Female Academy in 1813 and 1814. Emma Willard's Female Seminary relocated to Troy in 1821, and

nearby Rensselaer Polytechnic Institute opened in 1824. Growing communities also need higher quality professional services. The Capital District's response here was Albany's Medical College which opened in 1839, its Law School in 1851, and in 1844, the State Normal School to provide teachers for newly established common schools. This book tells the story of these schools, why they were founded, who made it happen, how they compared to similar institutions elsewhere, and their influence beyond the Capital District.

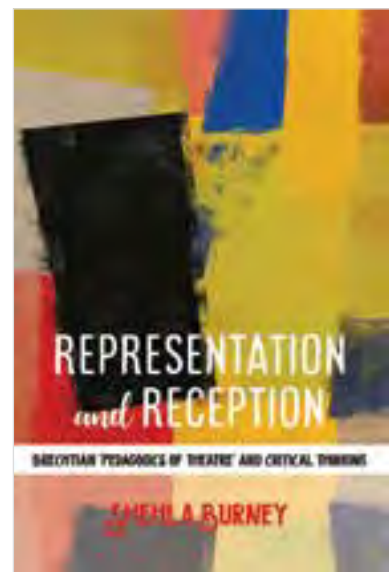
➔ **Ideal for undergraduate and graduate courses in history of American education, history of higher education, and New York state history.**

EDUCATIONAL PSYCHOLOGY

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

**VGOTSKY AND CREATIVITY A Cultural-historical Approach to Play, Meaning Making, and the Arts, Second Edition**  
• 245 PP.  
• Educational Psychology. Vol. 34  
• PB. ISBN 978-1-4331-3059-5 / CHF65.00 / €52.50 / €A57.70 / €D56.95 / £42.00 / US \$62.95  
• E-BOOK. ISBN 978-1-4331-4698-5 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95

The second edition of *Vygotsky and Creativity: A Cultural-historical Approach to Play, Meaning Making, and the Arts* presents an enriched Vygotskian perspective on children's and adults' symbolic engagement with imagination, artistic expression, and multi-modal forms of expression. Artists, psychologists, and educators present their research and practice in different learning environments and analyze their findings with a reliance on cultural historical activity theory. The connections between creative expression, learning, teaching, and development are situated in a theoretical framework that emphasizes the social origins of individual development and the arts. The authors share a view of learning as an imaginative process rooted in our common need to communi-



SHEHLA BURNEY

**REPRESENTATION AND RECEPTION Brechtian 'Pedagogics of Theatre' and Critical Thinking**  
• 94 PP.

• PB. ISBN 978-1-4331-4850-7 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US \$42.95  
• E-BOOK. ISBN 978-1-4331-4856-9 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95  
• HB. ISBN 978-1-4331-4855-2 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US \$89.95

*Representation and Reception: Brechtian 'Pedagogics of Theatre' and Critical Thinking* deploys German playwright Bertolt Brecht's theory of drama and performance, what he calls “the pedagogics of theatre”, to create modes of critical thinking in the classroom. Extrapolating on Brecht's estranged forms of representation—narrative, story, mon-



REBECCA DAY BABCOCK / TERESE THONUS

**RESEARCHING THE WRITING CENTER Towards an Evidence-Based Practice, Revised Edition**  
• 352 PP.

• PB. ISBN 978-1-4331-3522-4 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95  
• E-BOOK. ISBN 978-1-4331-4479-0 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95

*Researching the Writing Center* is the first book-length treatment of the research base for academic writing tutoring. The book reviews the current state of writing center

ROBERT W. BLAKE / BRETT ELIZABETH BLAKE

**A ROAD LESS TRAVELED Critical Literacy and Language Learning in the Classroom, 1964–1996**  
• 306 PP.

• Counterpoints. Vol. 520  
• PB. ISBN 978-1-4331-3262-9 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US \$64.95  
• E-BOOK. ISBN 978-1-4331-4812-5 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US \$64.95  
• HB. ISBN 978-1-4331-3263-6 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US \$109.95

*A Road Less Traveled: Critical Literacy and Language Learning in the Classroom, 1964–*

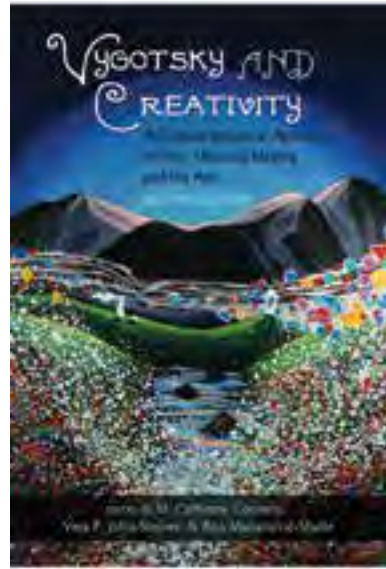
MARA COGNI

**PHILOSOPHY AND EDUCATION Engaging Pathways to Meaningful Learning**

• PB. ISBN 978-1-4331-5349-5 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95  
• E-BOOK. ISBN 978-1-4331-5350-1 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95  
• HB. ISBN 978-1-4331-5348-8 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

*Philosophy and Education: Engaging Pathways to Meaningful Learning* represents a philosophical approach to reading and analyzing texts in English. It encourages students to think critically and form well-reflected opinions around relevant concepts in the English language, literature and society, such as inequality, duty, etc. *Philosophy and Education: Engaging Pathways to Meaningful Learning* embodies a more engaging style (than is traditionally common) with the text—instead of reading long texts and answering questions about that text, it asks the learners to relate their own experience and interpreta-





cate and transform individual experience through the cultural lifelines of the arts. *Vygotsky and Creativity, Second Edition* includes the additional work of internationally known Vygotskian scholars whose contributions enhance theoretical, expressive, and pedagogical views on creativity, play, and the social construction of meaning making.

➔ **Ideal for courses in educational psychology & arts teaching methods.**

GENDER STUDIES

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

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

- 260 PP.
- Gender and Sexualities in Education. Vol. 9
- PB. ISBN 978-1-4331-3494-4 / CHF65.00 / €52.50 / €A57.70 / €D56.95 / £42.00 / US \$62.95
- E-BOOK. ISBN 978-1-4331-4821-7 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95

*Supporting Transgender and Gender Creative Youth* brings together cutting-edge research, social action methods, and theory on the topic of transgender youth and gender creative kids. The chapters included specifically address issues in education, social work, medicine, and counseling as well as challenges and recommendations for families and parents. It is well researched and accessible to a broad audience of indi-

viduals invested in improving the social worlds of gender diverse children and youth.

➔ **Ideal for courses in gender studies in education.**



ERICH N. PITCHER

**BEING AND BECOMING PROFESSIONALLY OTHER Identities, Voices, and Experiences of U.S. Trans\* Academics**

- 216 PP.
- PB. ISBN 978-1-4331-4725-8 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4852-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95
- HB. ISBN 978-1-4331-4851-4 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

*Being and Becoming Professionally Other: Identities, Voices, and Experiences of U.S. Trans\* Academics* is a path-clearing book that provides a rich, in-depth account of the lived experiences of 39 transgender or trans\* academics. Despite increased visibility of trans\* issues within higher education, college environments remain unfriendly, and in some cases, overtly hostile to trans\* people. While there is much discussion of gender equity and faculty diversity, these conversations rarely include trans\* academics' voices. As a study participant described, trans\* voices are often out of place at best—or worse, completely discounted in academe, a betwixt place. By not fitting into a particular mold, trans\* academics experience a variety of adverse events including microaggressions, outright hostility, and exclusion. These adverse experiences cre-

ate a context wherein trans\* academics engage in various forms of additional labor. While not necessarily unique to trans\* academics, these various forms of labor provided evidence to support my assertion that trans\* academics are or become professionally Other. Given this Other status, trans\* academics must form broad coalitions to bring about change within higher education organizations. Additionally, higher education leaders have an opportunity to change organizational contexts to better support trans\* academics by radically reimagining colleges and universities. This text would be an excellent choice for graduate and undergraduate courses about gender, qualitative research methods courses, and courses about academic careers, and organizational theories.

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



CLAIRE ROBSON / KELSEY BLAIR / JEN MARCHBANK (EDS.)

**BASICALLY QUEER An Intergenerational Introduction to LGBTQA2S+ Lives**

- 264 PP.
- Counterpoints. Studies in Criticality. Vol. 485
- PB. ISBN 978-1-4331-3345-9 / CHF43.00 / €35.00 / €A38.50 / €D37.95 / £28.00 / US \$41.95

- E-BOOK. ISBN 978-1-4331-4507-0 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95
- HB. ISBN 978-1-4331-3346-6 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US \$89.95

*Basically Queer* offers an introduction to what it can look and feel like to live life as lesbian, gay, bisexual, asexual, two spirited and trans. Written by youth and elders who've lived these lives first hand, the book combines no-nonsense explanations, definitions, and information with engaging stories and poetry that bring them to life. Basically Queer answers those questions that many want to ask but fear will give offence: What is it really like to be queer? What's appropriate language? How can I be an ally? It also provides a succinct and readable account of queer history and legal rights worldwide, addresses intergenerational issues, and offers some tips and tricks for living queer. It does so in an easy and conversational style that will be accessible to most readers, including teens. The text will be of interest to those teaching courses in gender, sexuality, queer and women's studies. It will be a useful resource for those who are questioning or examining their sexual or gender identities and those who are in relationship with them, such as doctors, teachers, parents, or friends.

➔ **Ideal for undergraduate and graduate courses in gender, queer studies, women's studies and sexuality.**

CRITICAL PEDAGOGY

RANDA ELBIH

**DIALECTICS OF 9/11 AND THE WAR ON TERROR Educational Responses**

- 278 PP.
- Counterpoints. Studies in Criticality. Vol. 360
- PB. ISBN 978-1-4331-3105-9 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4539-1810-4 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95
- HB. ISBN 978-1-4331-4865-1 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

*Dialectics of 9/11 and the War on Terror: Educational Responses* examines how global financial and socio-political systems propagate a lopsided dialectic of current events that influences teachers' pedagogies of 9/11 and the War on Terror. The lop-



sided dialectic is one that encourages patriotism and militarism, conceals imperialism, and shuts out Muslim voices. Interviews with Muslim American students and high school teachers plus textual analysis of high school U.S. history textbooks demonstrate how curriculum and educators impact marginalized students' identities and sense of belonging. As Muslim students describe their isolation and fear, and teachers discuss the challenges they face, readers will also learn how "us versus them" rhetoric deflects attention from the erosion of democratic values and the underlying socio-economic reasons for the War on Terror. *Dialectics of 9/11 and the War on Terror: Educational Responses* is easy-to-read and directed toward teachers, scholars, and curriculum developers, and includes actionable suggestions for teaching these topics in a balanced and holistic way. The ultimate goal of *Dialectics of 9/11 and the War on Terror: Educational Responses* is to grow critical dialectical pedagogy (CDP), a new introduction to the field of critical pedagogy, in order to nurture the next generation of global citizens. *Dialectics of 9/11 and the War on Terror: Educational Responses* can be used in teacher training, curriculum and instruction, multicultural education, secondary social studies education, research in education courses, as well as other areas of instruction.

➔ **Ideal for undergraduate and graduate courses in the college of education or departments of education, teacher training, diversity and education, inclusion, critical**

**pedagogy, curriculum and instruction, multicultural education, race and racism in America, secondary social studies education, curriculum development, research in education, school and society, democratic education, and sociology of education.**

R. MICHAEL FISHER

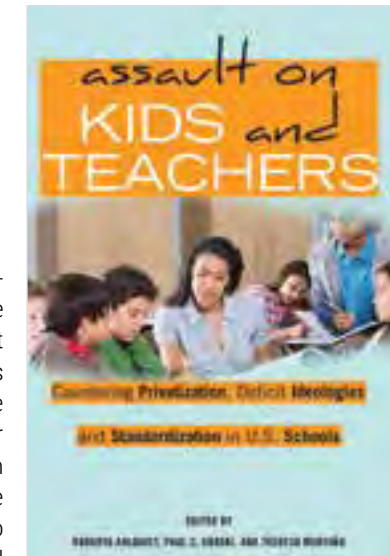
**FEARLESS ENGAGEMENT The True Story of an Indigenous-Based Social Transformer**

- Counterpoints. Vol. 525
- PB. ISBN 978-1-4331-3447-0 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-5536-9 / CHF50.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95
- HB. ISBN 978-1-4331-3448-7 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

In times of extreme cascading global crises facing humanity, all responsible humans need to re-evaluate the dominant worldview that has brought us to this point of facing extinction. As a species we need to re-learn the 'good' ways from our greatest allies in Nature and from Indigenous cultures that lived in relative harmony with Nature. Equally, we need to learn the best ways to think critically and act on the holistic understanding that may guide us beyond our individual and collective trance and illusions cast forth like chains upon modern societies through elites who manipulate fear. *Fearless Engagement of Four Arrows* offers a unique strong 'medicine' for the reconstruction of a healthy, sane, and sustainable future for all. Utilizing the form of an intellectual biography of Four Arrows (aka Dr. Don Trent Jacobs) and Four Arrows' daring activist life and true teaching stories, the author creates a powerful adventure into the firey philosophy, activism, and emancipatory inspirations of one of the world's great visionary prophetic educators and social transformers. Drawing on 70+ years of experience, as a medical first responder, initiations with shamans, training of wild horses, Olympic sport competitions, and other diverse careers and challenges, Four Arrows understands Fear and courage like no other. In *Fearless Engagement of Four Arrows*, he demon-

strates how to walk the universal ethical path of Fearlessness in an Age of Terror. Among other readers, high school teachers and post-secondary teachers across diverse disciplines will find great ideas, eliciting dialogues and study questions for students, who now face a globalizing world where they must take charge of the future in the folds of *Fearless Engagement of Four Arrows*.

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



ROBERTA AHLQUIST / PAUL C. GORSKI / THERESA MONTAÑO (EDS.)

**ASSAULT ON KIDS AND TEACHERS Countering Privatization, Deficit Ideologies and Standardization in U.S. Schools**

- 244 PP.
- Counterpoints. Studies in Criticality. Vol. 523
- PB. ISBN 978-1-4331-3282-7 / CHF41.00 / €33.30 / €A36.70 / €D35.95 / £27.00 / US \$39.95
- E-BOOK. ISBN 978-1-4331-5116-3 / CHF41.00 / €33.30 / €A40.00 / €D39.95 / £27.00 / US \$39.95
- HB. ISBN 978-1-4331-5119-4 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

In *Assault on Kids and Teachers*, educators from across the United States push back against the neoliberal school reform movements that are taking the "public" out of public education, demonizing teachers, and

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

➔ **Ideal for undergraduate and graduate courses in multicultural foundations, sociology of education, critical issues in education and history of education.**

HANS JANSEN / HUGO LETICHE (EDS.)

**POST-FORMALISM, PEDAGOGY LIVES As Inspired by Joe L. Kincheloe**

- 206 PP.
- E-BOOK. ISBN 978-1-4331-4410-3 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95
- HB. ISBN 978-1-4331-4409-7 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US \$89.95

Joe L. Kincheloe (1950–2008) was one of North America's leading critical pedagogy scholars. He defined post-formalist thought in terms of deconstruction, affectivity, and non-linearity. His deconstruction focused on the context of ideas, ideologies, and teaching. It was a form of sociological deconstruction, and as such, inspired by Derrida, but different from him as well. In





effect, Kincheloe was trying to marry Derrida to Foucault by making deconstruction see power in thought, relationships, and the world. Kincheloe's 'turn to affect' was inspired by feminism and radical pedagogy. It was 'affect' focused on (in)justice and the social practices of repression. His 'self-other' construct was inherently politicized by his identification of 'unfreedom' with capitalism and the assumption that this link determines affect. Kincheloe assumed that linear rationality was inadequate to understanding human needs and hopes. Freedom as dynamism was seen to be inherently non-linear. The prison of rationality (it can only repeat the same, over and over again) was the crux of his critique of Newtonian-Cartesian linearity. Kincheloe attempted to construct a concept of 'place'—such as the classroom. But it was a particular, concrete classroom and not an abstract or theoretical one. Here, the three concepts could come together. 'Place' is context, and to understand it, deconstruction is needed. 'Place' exists as it is felt and requires affectivity; it is eventful, alive, and dynamic. It requires non-linearity to be understood. *Post-formalism, Pedagogy Lives* (in memory of Kincheloe's contribution) encompasses each of the basic principles of Kincheloe's post-formal thought.

➔ **Ideal for courses in critical pedagogy and foundations of education.**

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 / €A39.40 / €D38.95 / £29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-4376-2 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95
- HB. ISBN 978-1-4331-4375-5 / CHF88.00 / €70.80 / €A77.90 / €D75.95 / £57.00 / US \$84.95

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

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

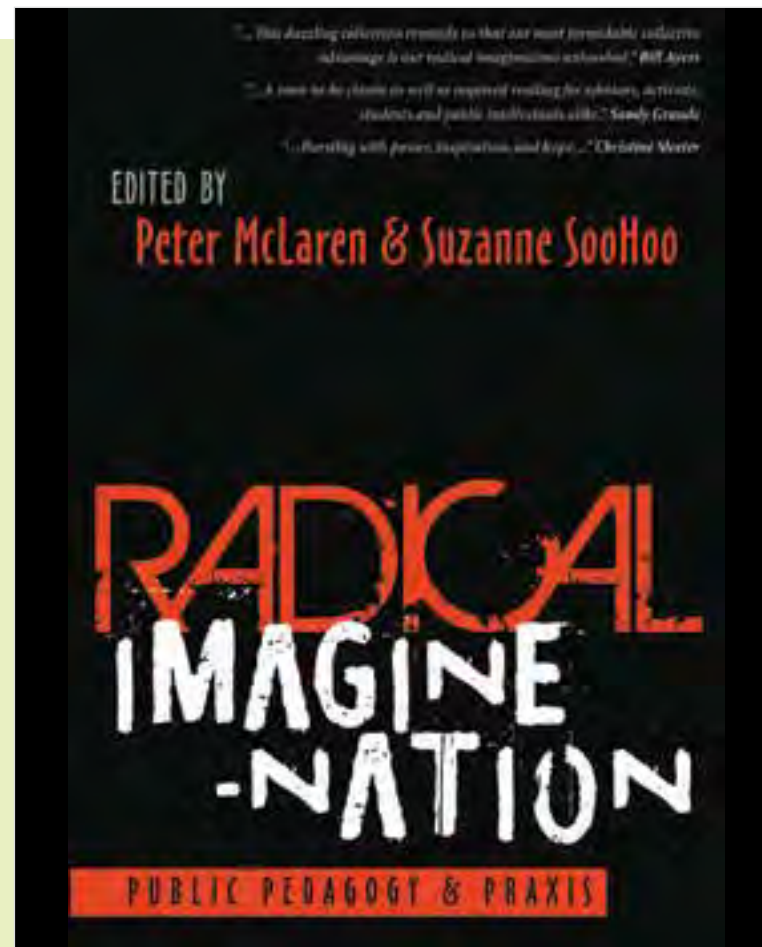
### Table of Contents

Introduction | *Suzanne Soohoo*

#### Part One: Reinventing Freire

- Chapter One: Conscientization as an Antidote to Banking Education | *Donaldo Macedo*
- Chapter Two: Coming to Know Paulo | *Tom Wilson*
- Chapter Three: Critical Pedagogy, Leadership and Institutional Reform: Paulo Freire's "Formative Time" at The Social Services of Industry | *Tricia M. Kress*
- Chapter Four: A Clarification of Freire's Radical Political Pedagogy | *Keqi (David) Liu*
- Chapter Five: Migration, Racism, and the Mediterranean—A Freirean Perspective | *Leona M. English and Peter Mayo*
- Chapter Six: Utopia as Praxis: Paulo Freire Twenty Years After His Passing | *Robert Lake*

#### Part Two: Engaging Public Intellectuals



- Chapter Seven: Dare We Create a New Socialist Order? A Challenge to Educators of America in the Coming Trump Era | *Peter McLaren*
- Chapter Eight: Toward a Politics of Revolt and Disruption: Higher Education in Dangerous Times | *Henry A. Giroux*
- Chapter Nine: Critical Leadership for Social Justice: Unveiling the Dirty Little Secret of Power and Privilege | *Antonia Darder*
- Chapter Ten: The Alternative to Capitalism in Light of Today's Environmental Crises | *Peter Hudis*
- Chapter Eleven: Critical Consciousness and Spirituality: Deconstructing the Colonizing Practices of U.S. Education Through the Lens of Paulo Freire and Critical Spirituality | *Michael E. Dantley*
- Chapter Twelve: I Cannot Speak for the Gun | *Margaret Randall*

#### Part Three: Linking Internationalists

- Chapter Thirteen: The Refugee Crisis in Europe: Words Without Borders | *Michael A. Peters and Tina Besley*
- Chapter Fourteen: The Challenge of the Internationalist Critical Pedagogue | *Petar Jandrić*
- Chapter Fifteen: Reframing Education Through Indigenous, Anti-Colonial, and Decolonial Prisms | *George J. Sefa Dei*
- Chapter Sixteen: Educational Project of Social

Justice: The Possibilities of Intervention against the Pedagogical Hegemony of Capitalism | *Ravi Kumar*

Chapter Seventeen: Where I'm Bound I Can't Tell: Radical Changes Are Still Possible in Higher Education | *Peter O'Connor, Jean Allen, and Simon Dennon*

Chapter Eighteen: "Miracle on Ice": Sociological Understanding of the Finnish Schooling Model | *Anna Renfors and Juha Suoranta*

#### Part Four: Radicalizing Action

- Chapter Nineteen: "Trayvon Was Standing His Ground": Utilizing Critical Hip Hop Pedagogy to Construct Counter-Narratives of Resistance and Love | *Bettina L. Love*
- Chapter Twenty: Toward a Raza Research Methodology: Social Science in the Service of Raza Communities | *Miguel Zavala*
- Chapter Twenty-One: L@s Malcriad@s: A Union Based, Chican@ Studies Model Preparing Tomorrow's Teachers of Chican@ Studies | *Theresa Montano and Maria Elena Cruz*

D. MICHAEL RIVAGE-SEUL

### THE MAGIC GLASSES OF CRITICAL THINKING Seeing Through Alternative



#### Fact & Fake News

- Education and Struggle. Vol. 15
- PB. ISBN 978-1-4331-4952-8 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4954-2 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95
- HB. ISBN 978-1-4331-4951-1 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US \$94.95

D. Michael Rivage-Seul's eye-opening new book, *The Magic Glasses of Critical Thinking: Seeing Through Alternative Fact & Fake News*, invites readers to try out what Baba Dick Gregory calls the "magic glasses" of critical thinking. Gregory's eyewear suggests ten rules for seeing through the haze created by any culture's ruling group mind. The criteria urge students to: (1) Reflect Systemically, (2) Select Market (as an organizing principle), (3) Reject Neutrality, (4) Suspect Ideology, (5) Respect History, (6) Inspect Scientifically, (7) Quadra-Sect Violence, (8) Connect With Your Deepest Self, (9) Collect Conclusions, and (10) Detect Silences. *The Magic Glasses of Critical Thinking* then applies those criteria to a broader contemporary context where fascist tendencies reminiscent of the 1930s are unmistakable. Surprising interpretations of familiar Hollywood and documentary films illustrate every point, making it a fascinating handbook and discussion starter for critical thinking and composition courses at the secondary and post-secondary levels.

➔ **Ideal for undergraduate and graduate courses in writing, composition, critical thinking, history, sociology and religion.**

GEORGE J. SEFA DEI / ISAAC DARKO / JADIE MCDONNELL / SULEYMAN DEMI / HARRIET AKANMORI (EDS.)

### AFRICAN PROVERBS AS EPISTEMOLOGIES OF DECOLONIZATION

- PB. ISBN 978-1-4331-3393-0 / CHF65.00 / €52.50 / €A57.70 / €D56.95 / £42.00 / US \$62.95
- E-BOOK. ISBN 978-1-4331-4587-2 / CHF68.00 / €52.50 / €A63.00 / €D62.95 / £42.00 / US \$62.95
- HB. ISBN 978-1-4331-3394-7 / CHF144.00 / €116.70 / €A128.30 / €D124.95 / £94.00 / US \$139.95

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

for transforming education for young learners today.

➔ **Ideal for courses in Indigenous learning methods & critical pedagogy.**

ROBERT COWAN

### TEACHING DOUBLE NEGATIVES Disadvantages and Dissent at Community College

- Counterpoints. Vol. 526
- PB. ISBN 978-1-4331-5567-3 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / £28.00 / US \$40.95
- E-BOOK. ISBN 978-1-4331-5484-3 / CHF42.00 / €34.20 / €A41.00 / €D40.95 / £28.00 / US \$40.95
- HB. ISBN 978-1-4331-5576-5 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / £77.00 / US \$114.95

*Teaching Double Negatives: Disadvantage and Dissent at Community College* collection asks whether exploring narratives that subvert dominant Western paradigms of progress in classrooms are able to re-narrate and represent students' lives as engaged citizens in the world. In seven years of teaching literature and philosophy at Brooklyn's only community college, Robert Cowan worked with many kinds of disadvantaged students—those on welfare or homeless, single moms and the formerly incarcerated, shut-down war veterans and immigrants from over 140 countries. These students had many reasons for wanting to dissent from the social norms that sought to define and marginalize them. One might imagine that disadvantaged students would identify with texts that are subversive, challenge dominant race/class/gender paradigms, try to interrogate the globalized systems in which we live. But do they? Do the philosophies of Debord and Heidegger, the novels of Christa Wolf and Jean Genet, contemporary slave narratives and Dead Kennedy's lyrics, poetry by Aimé Césaire and Taliban fighters, actually speak to them? Can you teach dissent to the disadvantaged and produce a positive result? *Teaching Double Negatives* explores the responses of students to texts from a variety of traditions and time-periods within the context of overarching theoretical debates about counter-enlightenment, globalization, multiculturalism, identification,

recognition, and critical pedagogy. *Teaching Double Negatives* is an insightful collection that problematizes the assumptions of instructors and powerfully engages the intersectionality of students, appealing the readers across the educational spectrum.

➔ **Ideal for undergraduate and graduate courses in critical pedagogy.**

### RESEARCH

PETRA HENDRY /  
ROLAND MITCHELL / PAUL EATON

### TROUBLING METHOD

#### Narrative Research as Being

- PB. ISBN 978-1-4331-5540-6 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-5541-3 / CHF50.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95
- HB. ISBN 978-1-4331-5539-0 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

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



es of “narrative research as being”: 1) relationships 2) listening and 3) unknowing. *Troubling Method* is ideal for introductory or advanced courses in qualitative research, narrative inquiry, educational research, and those aimed at employing critical theories in qualitative and narrative inquiry.

➔ **Ideal for undergraduate and graduate courses in philosophical foundations of research/inquiry, narrative research, qualitative research methods, advanced qualitative research, advanced research practicum, contemporary issues in educational research, special topics in educational research, introduction to scholarship and post-qualitative research methods.**

## EDUCATION REFORM

ANTHONY J. NOCELLA II / PRIYA PARMAR / DAVID STOVALL (EDS.)

### FROM EDUCATION TO INCARCERATION

#### Dismantling the School-to-Prison Pipeline, Revised Edition

- Counterpoints. Vol. 640
- PB. ISBN 978-1-4331-3517-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4510-0 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95

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

➔ **Ideal for undergraduate and graduate courses in school and society, linking communities to the classroom,**

**foundation of education, social justice education, juvenile justice, gangs and drugs, school policy, criminology 101 and 201, social problems, urban education, youth culture, youth advocacy studies, justice studies and urban teaching.**

ALEKSEY A. TIKHOMIROV

### PARADOXES OF REFORM Change-Minded Superintendents, Language, Leadership, and Dualism of Progress

- PB. ISBN 978-1-4331-4724-1 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US\$47.95
- E-BOOK. ISBN 978-1-4331-5438-6 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US\$47.95
- HB. ISBN 978-1-4331-4728-9 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US\$124.95

In this era of externally-imposed mandates, regulations dominate education. Fortunately, there also are schools where education thrives despite the test-driven pressures. Featured in *Paradoxes of Reform: Change-Minded Superintendents, Language, Leadership, and Dualism of Progress* are superintendents who manage imposed change without abandoning local visions of good schooling and who are unafraid of upholding own views of what is important to their students and beyond standards. By embracing—what *Paradoxes of Reform* calls *boundary-spanning*—meaning resisting the bureaucratization of the mind, they are preventing their systems from becoming schooling machines with a non-democratic or educative agenda. I also found that dualism reigns even among leaders known for their progressive qualities. It can wear a mask of school reform that is supposedly well-intentioned, when, in fact, it is far more mixed on progress, making schools more vulnerable to the workings of bureaucratic specialization, technical-rational approach, administrative conformism, and instrumental perspective on education. It can also steer leaders into being marionettes of expert authority and misguide to embrace outside visions while immobilizing local school reform. Dualism that I encountered in supposedly “progressive” efforts highlights multi-sidedness of progress. Rarely it is without contradictions. Its unintentional, unwitting effects on students are more common than we know. Reform and its hid-

den difficulties reveal the limits of the blanket progress and its zero-sum “goodness-for-all” view. Present in *Paradoxes of Reform: Change-Minded Superintendents, Language, Leadership, and Dualism of Progress* is a humbling, tantalizing reality of dualism as more intimate to schools than reformers realize and prepared to deal with. It asks those chasing educational change to seek a deeper understanding of schools themselves and probe into what makes them so delicate and mixed on progress.

➔ **Ideal for undergraduate and graduate courses in issues in education, educational administration, public administration, organizational theory and behavior, 21st century governance, foundations of public services, community-oriented leadership, community research and action, integrated theories and methods and school-community partnerships.**

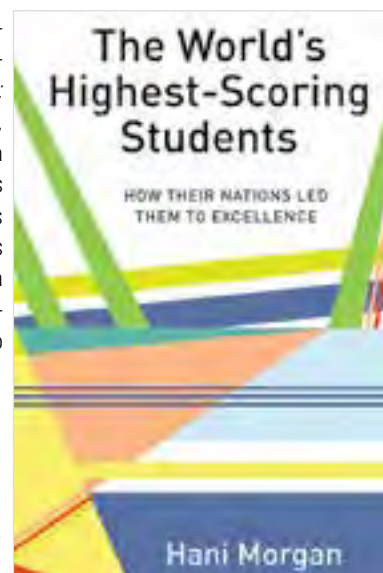
## GLOBAL AND COMPARATIVE EDUCATION

HANI MORGAN

### THE WORLD'S HIGHEST- SCORING STUDENTS How Their Nations Led Them to Excellence

- Global Studies in Education. Vol. 35
- PB. ISBN 978-1-4331-5143-9 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / €28.00 / US\$40.95
- E-BOOK. ISBN 978-1-4331-5144-6
- HB. ISBN 978-1-4331-5142-2 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / €77.00 / US\$114.95

*The World's Highest-Scoring Students* focuses on how various countries transformed their school systems into the world's leading systems of education. *The World's Highest-Scoring Students* covers 8 countries: Finland, Singapore, Japan, South Korea, China, Canada, Estonia, and the United States. *The World's Highest-Scoring Students* offers ideas on improving the United States' school system and includes a plan on how the United States can regain the status it once had as the world's undisputed leader in education. In addition to offering a brief historical context for each country, *The World's Highest-Scoring Students* describes important aspects that helped these countries achieve stellar



results in international testing, such as their teacher preparation programs, cultural attitudes toward education, and teacher recruitment practices. Although this book is similar to previously published books on this topic, *The World's Highest-Scoring Students* differs in that it provides detail on the most recent practices various educational systems have used to remain the best performers and the strategies others have implemented to climb to the top. *The World's Highest-Scoring Students* offers a new perspective on this topic in several ways. First, it provides a balanced view of the highest-ranking nations in education, offering the outstanding practices they use to achieve stellar results, but also pointing out the problems they endure. *The World's Highest-Scoring Students* also discusses various controversies about international tests, including the limitations of using these tests to evaluate students.

➔ **Ideal for undergraduate and graduate courses in international education, educational policy and curriculum and teaching.**

MICHAEL ADRIAN PETERS / RONALD BARNETT (EDS.)

### THE IDEA OF THE UNIVERSITY A Reader, Volume 1

- 694 PP.
- Global Studies in Education. Vol. 17
- PB. ISBN 978-1-4331-2190-6 / CHF85.00 / €69.20 / €A76.10 / €D74.95 / €56.00 / US\$82.95
- E-BOOK. ISBN 978-1-4539-1888-3 / CHF90.00 / €69.20 / €A83.00 / €D82.95 / €56.00 / US\$82.95



- HB. ISBN 978-1-4331-2191-3 / CHF139.00 / €112.50 / €A123.70 / €D120.95 / €90.00 / US\$134.95

*The Idea of the University: A Reader, Volume 1* is a unique compilation of selected works of the major thinkers who have contributed to the discourse on the idea of the university in the German, English, American and French traditions, dating from the establishment of the University of Berlin in 1810. Readings include excerpts from Kant and Humboldt in the German tradition of Bildung through to Jaspers, Habermas and Gadamer; Newman, Arnold, Leavis and others in the British tradition; Kerr, Bok and Noble, among others, in the American tradition; and Bourdieu, Lyotard and Derrida in the French tradition. Each reading is prefaced with a brief editor's explanatory note. *The Idea of the University: A Reader, Volume 1* provides a comprehensive account of the university, and is matched by a second volume of original essays on contemporary perspectives.

➔ **Ideal for undergraduate, graduate, and master level courses in global studies in education.**

RONALD BARNETT / MICHAEL ADRIAN PETERS (EDS.)

### THE IDEA OF THE UNIVERSITY Contemporary Perspectives

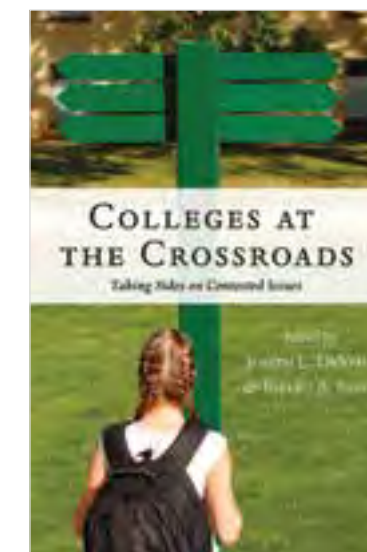
- Global Studies in Education. Vol. 18
- PB. ISBN 978-1-4331-4979-5 / CHF75.00 / €60.80 / €A66.90 / €D65.95 / €49.00 / US\$72.95
- HB. ISBN 978-1-4331-4978-8 / CHF126.00 / €102.50 / €A112.70 / €D109.95 / €82.00 / US\$122.95
- E-BOOK. ISBN 978-1-4331-4980-1 / CHF79.00 / €60.80 / €A73.00 / €D72.95 / €49.00 / US\$72.95

*The Idea of the University: Contemporary Perspectives* is a companion to *The Idea of the University: A Reader*, which presents readings from the major texts on the idea of the University over the last two hundred years. *The Idea of the University: Contemporary Perspectives* consists of essays from the leading contemporary scholars of the university across the world. The essays examine ideas of the university that lie tacitly in its national and global framing, and offer creative ideas in taking the university forward, both on a regional and on a world-wide basis. Specific lines of inquiry include those of citizenship, cosmopolitanism, wisdom, ecology and freedom. The thirty chapters in *The Idea of the University: Contemporary Perspectives* have been invitingly grouped so as to offer intriguing ways into the material, which in turn opens the way to very large conceptual and theoretical issues. In an era of marketization, can universities attend to any global responsibilities? Might regionalism – in Europe, in South America, in Africa – prompt new ideas of the university? What understandings of knowledge are feasible in a digital age? Amid local, national, regional and worldly callings, how might citizenship be construed? In a final section, a space opens for more speculative inquiries as to the conceptual possibilities ahead: just what ideas of the university might feasibly be entertained for the twenty-first century? Might it be envisaged that the university has both responsibilities and possibilities in playing a part in bringing about a better world? Those concluding chapters in *The Idea of the University: Contemporary Perspectives* respond in

original ways and all in an optimistic fashion.

➔ **Ideal for master and doctorate courses in global Studies in education.**

## HIGHER EDUCATION



JOSEPH L. DEVITIS / PIETRO A. SASSO (EDS.)

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

- 524 PP.
- Counterpoints. Vol. 517
- PB. ISBN 978-1-4331-3421-0 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / €44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4580-3 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / €44.00 / US\$64.95
- HB. ISBN 978-1-4331-3422-7 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / €74.00 / US\$109.95

Focusing on crucial issues in higher education, this book challenges readers to go beyond taken-for-granted assumptions about America's colleges and universities and instead critically examine important questions facing them in today's troubled world. Each chapter presents divergent perspectives, that is, “pro” and “con” views, in the hope of stimulating reasoned dialogue among students, faculty, administrators, and the public at large. Readers will explore how internal factors in the academ-

ic community often interact with external social, economic, and political influences to produce conflictual results. They will see that academe is hardly value-neutral and inevitably political. This book urges them to transcend strident political persuasion and instead engage in the careful analysis needed to make colleges better. The text provides in-depth appraisal of key topics of controversy: the purposes of higher education, liberal education, academic freedom, political correctness, tenure, shared governance, faculty workload, admissions tests, student learning, Greek life, the worth of college, equity and social justice, athletics, student entitlement, technology and distance instruction, and college amenities. The book will appeal to students, faculty, staff, and all those interested in the future of higher education. It is especially useful for courses in contemporary issues in higher education, foundations of higher education, higher education and society, college student development, and the organization and administration of higher education.

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

JOSEPH L. DEVITIS (ED.)

### MAKING COLLEGE BETTER Views from the Top

- 234 PP.
- Adolescent Cultures, School, and Society. Vol. 68
- PB. ISBN 978-1-4331-3479-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4498-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US\$52.95
- HB. ISBN 978-1-4331-3480-7 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US\$94.95

Today's colleges and universities are facing mounting criticism from both internal and external interest groups and constitu-





encies. While strident calls for reform accelerate, resources for higher education have weakened. Thus, demands to improve college education abound amidst hard times. This timely book, *Making College Better: Views from the Top*, offers more rational and practical responses to that public outcry by allowing college presidents and chancellors from a wide variety of postsecondary institutions the opportunity to address, in measured ways, many complex issues and how they might be untangled. Moreover, these academic leaders provide possible remedies to make college better through more strategic policies and practices. *Making College Better* will appeal to all those interested in the future of higher education, including students, college administrators and other higher education personnel, parents, legislators and other officials, and public and private sector leaders. It is especially useful for courses in the organization and administration of higher education, the college presidency, contemporary issues in higher education, foundations of higher education, higher education and society, and college student development.

➔ **Ideal for undergraduate and graduate courses in higher education, college student personal, educational leadership, organization and administration of higher education, the college presidency, contemporary issues in higher education, foundations of higher education, higher education and society, and college student development.**

JAMES OTTAVIO CASTAGNERA

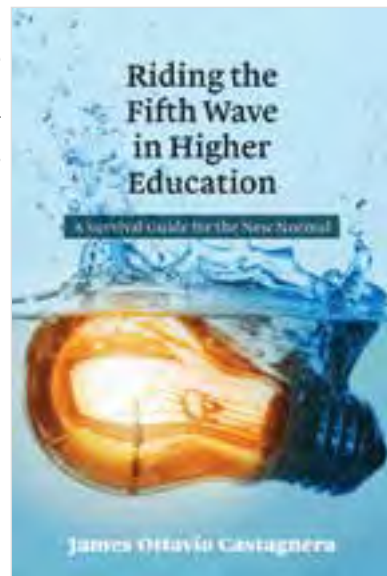
### RIDING THE FIFTH WAVE IN HIGHER EDUCATION

**A Survival Guide for the New Normal**

• 138 PP.

- PB. ISBN 978-1-4331-3371-8 / CHF38.00 / €30.80 / €A33.90 / €D32.95 / £25.00 / US \$36.95
- E-BOOK. ISBN 978-1-4331-4705-0 / CHF40.00 / €30.80 / €A37.00 / €D36.95 / £25.00 / US \$36.95
- HB. ISBN 978-1-4331-3372-5 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US \$89.95

The Fifth Wave in higher education is breaking on American shores. Unlike the four waves that preceded it from colonial times through the post-WWII mega-versity expansion, this wave is disrupting all sectors of the higher education industry. It will sweep away those institutions—be they public, private non-profit, or for-profit—that fail to recognize and meet the threat. Harvard professor Clay Christensen, the father of “disruptive innovation,” predicts that as many as half of all American universities will close or go bankrupt within the next 10 to 15 years (See Inside Higher Ed, April 28, 2017). *Riding the Fifth Wave in Higher Education: A Survival Guide for the New Normal* charts the dimensions of the Fifth Wave challenge and offers numerous general and specific suggestions for surfing the wave and surviving its tsunami-like impact. Part One of this concise handbook explains why our industry is in treacherous waters and outlines the impact of the Fifth Wave to date on all three major sectors of American higher ed. Part Two offers a range of practical responses, including ways we might break



out of the tuition-discount “death spiral” and the facilities “arms race,” as well as identifying our prospects for removing the albatross of onerous federal regulations from around our necks before it drags us under. If you have time to read only one book about today’s crisis in American higher education, *Riding the Fifth Wave in Higher Education* is the right choice. If you plan to research the topic in depth, *Riding the Fifth Wave in Higher Education* is the perfect place to start.

➔ **Ideal for undergraduate and graduate courses in leadership in higher education.**

LISA K. CHILDRESS

### THE TWENTY-FIRST CENTURY UNIVERSITY

**Developing Faculty Engagement in Internationalization, Second Edition**

• 174 PP.

• Complicated Conversation. Vol. 32

- PB. ISBN 978-1-4331-5421-8 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / £28.00 / US \$40.95
- E-BOOK. ISBN 978-1-4331-5422-5 / CHF45.00 / €34.20 / €A41.00 / €D40.95 / £28.00 / US \$40.95

During the last few decades, many university presidents and provosts have expressed an intent to internationalize their institutions to equip students with the broad intellectual skills necessary to succeed in the global twenty-first century. But as various academic and professional studies have shown, these well-intentioned calls for internationalization have remained little more than rhetoric. Obstacles embedded in developing faculty engagement in internationalization are largely responsible for this inability to turn rhetoric into reality. This groundbreaking second edition of *The Twenty-first Century University* identifies what successful institutions have done to overcome endogenous challenges and successfully engage faculty in the internationalization process. Examining two exemplary cases of internationalization, this book extrapolates strategies for colleges and universities to adapt to their unique institutional cultures, histories, and priorities, to support faculty in internationalizing their teaching, research, and service. In addition to in-depth analysis of each successful institution, the revised edition of *The Twenty-first Century University* analyzes cross-case findings and implications. The

book presents new conceptual models and typology of faculty engagement in internationalization that can be used both by university administrators to expand faculty involvement in the implementation of their institution’s internationalization plans and by faculty to advance their knowledge of internationalization. *The Twenty-first Century University* provides a literature review of faculty engagement in internationalization, updated case studies of how two highly active universities engaged faculty in international activities, and two models and a typology for how institutions can spearhead and streamline the process of faculty involvement in internationalization.

*The Twenty-first Century University* is useful for university presidents, provosts, senior international education administrators, and department chairs who are actively seeking to engage their faculty in international teaching, research, and service.

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

CHRISTOPHER MCMASTER / CATERINA MURPHY / JAKOB ROSENKRANTZ DE LASSON (EDS.)

### THE NORDIC PHD

**Surviving and Succeeding**

• 162 PP.

- PB. ISBN 978-1-4331-5004-3 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-5018-8 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95
- HB. ISBN 978-1-4331-4823-1 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US \$89.95

The Nordic PhD: *Surviving and Succeeding* is an edited book written for prospective and current doctoral students by a mix of doctoral students and those who have recently completed their doctorates. The premise is simple: if you could go back in time and talk with yourself when you began your studies, what advice would you give? Isn’t hindsight a bonus? If only I knew then what I know now! *The Nordic PhD: Surviving and Succeeding* follows editions focused on study in Aotearoa New Zealand, Australia, the U.K., U.S., and South Africa. What sets *The Nordic PhD: Surviving and*



*Succeeding* apart from many others on the market is its down-to-earth and practical approach. Furthermore, its originality also lies in the fact that it is grounded in the context of doctoral studies in the Nordic countries.

➔ **Ideal for graduate courses in introduction to PhD supervision and introductory seminars for new PhD students.**

NADIA SANTANA, DNP, FNP-BC

### THE ULTIMATE NURSE PRACTITIONER GUIDEBOOK

**A Comprehensive Guide to Getting Into and Surviving Nurse Practitioner School, Finding a Job, and Understanding the Policy That Drives the Profession**

- PB. ISBN 978-1-4331-4927-6 / CHF34.00 / €27.50 / €A30.20 / €D29.95 / £22.00 / US \$32.95
- E-BOOK. ISBN 978-1-4331-4928-3 / CHF34.00 / €27.50 / €A33.00 / €D32.95 / £22.00 / US \$32.95
- HB. ISBN 978-1-4331-5535-2 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / £77.00 / US \$114.95

*The Ultimate Nurse Practitioner Guidebook: A comprehensive guide to getting into and surviving nurse practitioner school, finding a job, and understanding the policy that drives the profession* will help you pursue your career as a nurse practitioner and succeed. The nurse practitioner (NP) profession is one of the most rapidly growing medical professions in the United States. With the passing

of the Affordable Care Act, millions of Americans have become insured, with NPs filling the gap and providing affordable access to care. NPs work in all 50 states plus the District of Columbia and have complete autonomy in many of them. Nurse practitioners write prescriptions, order labs and tests, see patients of all ages and in wide variety settings, while simultaneously providing excellent patient care. *The Ultimate Nurse Practitioner Guidebook* aims to help those who are thinking about becoming a nurse practitioner figure out if it’s the right path for them. Throughout this book, you will learn about the profession, how to choose a school and program, how to get into and survive school, and life after graduation! This book is a must-read for those who are interested in attending nurse practitioner school, current nurse practitioner students, and practicing nurse practitioners.

➔ **Ideal for courses in nursing & nurse practitioner programs.**

### LEADERSHIP

GLORIA GRAVES HOLMES

### JUSTICE IN SEARCH OF LEADERS

**A Handbook for Equity-Driven School Leadership**

- 324 PP.
- Counterpoints. Studies in Criticality. Vol. 516
- PB. ISBN 978-1-4331-2721-2 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4860-6 / CHF103.00 / €79.20 / €A95.00 / €D94.95 / £64.00 / US \$94.95
- HB. ISBN 978-1-4331-2722-9 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US \$94.95

*Justice in Search of Leaders: A Handbook for Equity-Driven School Leadership* is a guide for educators who are committed to equity-driven teaching, leading, and policy-making, and would like to operationalize socially just school practices for all children. Moving beyond a heroes and holidays approach to addressing racism, bias, injustice, and a cluster of isms, it provides a deeper understanding of the causes of structural inequities in schools, and suggests approaches for deconstructing them. The book includes a frank discussion of



race, racism, social dominance, and implicit bias, and encourages both objective and subjective analyses of how they infect school practice. America’s ambivalent response to race, racial identity development, the nature of prejudice, and how humans form values and develop belief systems is explored in some depth. There is also a critique of Whiteness as a socio-political concept as it relates to power and privilege, and as a demographic reality as it relates to institutional discrimination in schools. The book is not a critique of white people, and it is important that readers make that distinction. This leads to a discussion of the tricky and challenging process of changing beliefs, values, and attitudes as they relate to school leadership and teaching, and how all of this is connected to the power dynamics in schools. *Justice in Search of Leaders: A Handbook for Equity-Driven School Leadership* encourages educators to acknowledge that we all have racial identities and biases that inform professional practice, and to reflect on the significance of this. It means thinking deeply about socially abhorrent subjects which make us uncomfortable and cause us to retreat to the safety of our comfort zones. This is necessary because for most underserved students, there is no retreat and no safety; there are only discomfort zones.

➔ **Ideal for undergraduate and graduate courses in education, diversity, multicultural education, teacher and leadership preparation, general education, social science, nursing, medicine, and business.**



TRACEY WILEN

### DIGITAL DISRUPTION

**The Future of Work, Skills, Leadership, Education, and Careers in a Digital World**

• 206 PP.

- PB. ISBN 978-1-4331-4921-4 / CHF34.00 / €27.50 / €A30.20 / €D29.95 / £22.00 / US \$32.95
- E-BOOK. ISBN 978-1-4331-4918-4 / CHF36.00 / €27.50 / €A33.00 / €D32.95 / £22.00 / US \$32.95

Everything we do is impacted by technology—how we communicate with others, connect at work, learn at school, and live our lives. We are accustomed to and dependent on technology. But how do we rethink our approach to the new technological world of work, leadership, lifelong learning, skill development, and careers? The accelerated pace of technology and competition is causing workplace environments to become more technical, diverse, and in need of disruptive leaders. This new landscape requires innovative styles of leadership and new techniques of managing organizations. *Digital Disruption: The Future of Work, Skills, Leadership, Education, and Careers in a Digital World* covers the key forces impacting the future of work, industries, leadership styles, skills, and education with a focus on how to remain relevant in an ever-increasingly complex digital world. Drawing on over twenty years of research, Dr. Tracey Wilen’s twelfth book will intrigue readers with up-to-date information on the latest trends in a disruptive world, along with practical advice, innova-



tive best practices, case examples, and pragmatic tips and pointers. *Digital Disruption* offers educators, executives, and students a fresh approach on how to navigate the future to ensure success. *Digital Disruption* is suitable for myriad courses, programs, and students, including business, education, sociology, human resources, gender studies, technology, leadership, management, and career management.

➔ **Ideal for undergraduate and graduate courses in career tech, business, HR, technology, adult education, career preparation and adult transition classes.**

## TEACHER EDUCATION

### Teacher Education and the Pursuit of Wisdom



SEAN STEEL

SEAN STEEL

### TEACHER EDUCATION AND THE PURSUIT OF WISDOM A Practical Guide for Education Philosophy Courses

- 382 PP.
- PB. ISBN 978-1-4331-4539-1 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4540-7 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-4691-6 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

*Teacher Education and the Pursuit of Wisdom* takes its readers into the deep waters of investigating teaching not simply as a profession but as a precious “way of life.” The

author begins by investigating the nature of teaching as both an “active” and a “contemplative” endeavor and inquires into the resonance between the nature of teaching on the one hand and what has been said classically about genuine philosophizing on the other hand. Having laid the groundwork for students to be able to recognize this intimate connection, readers are next challenged to take up the notion of teaching as a “way of life” in the pursuit of wisdom experimentally and to record their observations in a personalized journal format. Thorough explanations are provided concerning the value of journaling for self-knowledge, and exemplar texts by master journal writers are discussed. This book is designed for use as a primary textbook in philosophy of education courses. Instructors will find it helpful as a means to organize engaging classes at both the undergraduate and graduate levels for genuine philosophic practices and inquiry. It contains a well-defined program of work that is modelled upon the latest research concerning “authentic task design.” Its rich experimental approach is replete with a broad array of learning tasks, assessment tools, and practices that are aligned with the competencies-based approach taken in most professional certification and BEd Programs.

➔ **Ideal for undergraduate and graduate courses in education, philosophy of education, introduction to curriculum concepts, application of curriculum contexts and synthesis of schools and classrooms.**

AMANDA GODLEY / JEFFREY REASER

### CRITICAL LANGUAGE PEDAGOGY Interrogating Language, Dialects, and Power in Teacher Education

- Social Justice Across Contexts in Education. Vol. 9
- PB. ISBN 978-1-4331-5305-1 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / £28.00 / US\$40.95
- HB. ISBN 978-1-4331-5303-7 / CHF118.00 / €95.80 / €A105.40 / €D102.95 / £77.00 / US\$114.95

*Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* demonstrates how critical approaches to language and dialects are an essential part of social justice work in literacy education. *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* details the

largest and most comprehensive study ever conducted on teachers’ language beliefs and learning about dialects, power, and identity. It describes the experiences of over 350 pre- and in-service teachers from across the United States who participated in a course on how to enact Critical Language Pedagogy in their English classrooms. Through detailed analyses and descriptions, the authors demonstrate how the course changed teachers’ beliefs about language, literacy, and their students. *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* also presents information about the effectiveness of the mini-course, variations in the responses of teachers from different regions of the United States, and the varying language beliefs of teachers of color and White teachers. The authors present the entire mini-course so that readers can incorporate it into their own classes, making the book practical as well as informative for teachers, teacher educators, and educational researchers. *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* offers a much-needed theoretical explanation of Critical Language Pedagogy and, just as importantly, a detailed description of teacher learning and a Critical Language Pedagogy curriculum that readers can use in K-12, college, and teacher education classrooms.

➔ **Ideal for courses in teacher education, language study for educators, linguistics for educators, English education methods, educational applications of linguistics, educational research, research on teacher education, research on language and literacy, linguistics and applied sociolinguistics.**

## CHILDHOOD

MARIANNE N. BLOCH / BETH BLUE SWADENER / GAILE S. CANNELLA (EDS.)

### RECONCEPTUALIZING EARLY CHILDHOOD EDUCATION AND CARE—A READER

**Critical Questions, New Imaginaries & Social Activism, Second Edition**

- Childhood Studies. Vol. 7
- PB. ISBN 978-1-4331-5417-1 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95

• E-BOOK. ISBN 978-1-4331-5418-8 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95

This second edition of *Reconceptualizing Early Childhood Education and Care* is a foundational text that presents contemporary theories, debates, and political concerns regarding early education and child care around the globe. Chapter authors are leading contributors in discussions about critical early childhood studies over the past twenty-five years. The volume editors of *Reconceptualizing Early Childhood Education and Care – A Reader: Critical Questions, New Imaginaries & Social Activism* are long-time scholars in the reconceptualizing early childhood movement. Audiences include students in graduate courses focused on early childhood, early years, and primary education, critical childhood studies, critical curriculum studies, and critical theories/perspectives.

➔ **Ideal for graduate courses in early childhood, critical pedagogy, philosophy, new curricular methods, research methods and activism.**

TIM KINARD / JESSE GAINER / MARY ESTHER SOTO HUERTA

### POWER PLAY

**Explorando y empujando fronteras en una escuela en Tejas through a multilingual play-based early learning curriculum**

- 242 PP.
- Childhood Studies. Vol. 4
- PB. ISBN 978-1-4331-3414-2 / CHF36.00 / €29.95 / €A32.90 / €D32.00 / £24.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4520-9 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-3415-9 / CHF139.00 / €115.35 / €A126.90 / €D123.40 / £92.00 / US\$94.95

*Power Play* tells the story of activist teachers and the very young together in a play-based curriculum in a public school in Texas. The authors narrate (with playful interruptions) a curriculum that is powered by the students’ lived encounters—the languages, landscapes, beliefs, histories, geographies, politics, economies, ideas, people, things, matter, and matters of fact and fiction that students carry with them to



school, that carry them to school, through school, through their lives.

➔ **Ideal for undergraduate and graduate courses in qualitative research methods, early childhood education, school reform/improvement, curriculum theory, cultural studies, English as second language, curriculum studies, early literacy, and teacher education.**

JANAE DIMICK

### AND THIS LITTLE PIGGY HAD NONE

**Challenging the Dominant Discourse on Farmed Animals in Children’s Picturebooks**

- Education and Struggle. Vol. 16
- E-BOOK. ISBN 978-1-4331-5263-4 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95
- HB. ISBN 978-1-4331-5262-7 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US\$89.95

*And This Little Piggy Had None: Challenging the Dominant Discourse on Farmed Animals in Children’s Picturebooks* is a fascinating critique of how “farm” animals are represented in children’ literature. Drawing from the fields of critical animal studies, critical discourse analysis, and animal behavior research, Dr. Dimick questions the validity of these representations as the environmental, societal, and other negative effects related to factory farming emerge. Questioning the socially-con-

structed categories that humans use to classify which animals are used for consumption and which are meant for companionship, the book works to dismantle the “truth” of what children learn from the informational texts that are read to them in educational and home settings. The first of its kind, *And This Little Piggy Had None: Challenging the Dominant Discourse on Farmed Animals in Children’s Picturebooks* will make readers question their relationship with nonhuman animals and to rethink how language creates narratives that ultimately act to the detriment of humans, Nature, and animals. Students studying Critical Pedagogy, Ecolinguistics, Ecopedagogy, Early Childhood Literacy, Ecocriticism, Bioethics, Critical Animal Studies, Environmental Studies and Education, and Human-Animal Studies would benefit from reading this easily-accessible text.

➔ **Ideal for undergraduate and graduate courses in English, linguistics, education, communications, environmental studies, human-animal studies, science education, literacy studies, liberal studies and early childhood development.**

## YOUTH STUDIES

MORGAN GENEVIEVE BLUE / MARY CELESTE KEARNEY (EDS.)

### MEDIATED GIRLHOODS New Explorations of Girls’ Media Culture, Volume 2

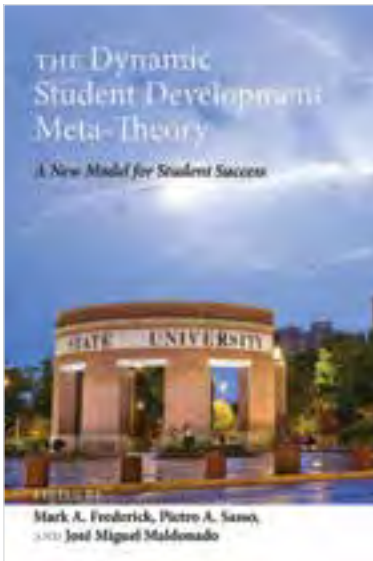
- 246 PP.
- Mediated Youth. Vol. 26
- PB. ISBN 978-1-4331-3213-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4539-1726-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4603-9 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

*Mediated Girlhoods, Volume 2* is an anthology devoted to scholarship on girls’ media culture. Taking a cultural studies approach, it includes studies of girls’ media representations, girls’ media consumption, and girls’ media production. In an attempt to push



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

➔ **Ideal for undergraduate and graduate courses in youth media; youth cultures; gender and media; media studies; communication studies; cultural studies; women’s and gender studies; sociology; literature; history; education; psychology; girls and popular culture; advanced topics in children’s and adolescent literature; gender, sexuality and feminism in everyday lives; girlhood and adolescence; girl cultures; children and media; women, girls, and the media; girls’ media and cultural studies; youth culture and media; and girls’ film school.**



MARK A. FREDERICK / PIETRO A. SASSO / JOSÉ MIGUEL MALDONADO (EDS.)

### THE DYNAMIC STUDENT DEVELOPMENT META-THEORY A New Model for Student Success

- 410 PP.
- Adolescent Cultures, School, and Society. Vol. 69
- PB. ISBN 978-1-4331-3417-3 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4517-9 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-3418-0 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

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



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

➔ **Ideal for undergraduate and graduate courses in organization and administration of higher education, diversity in higher education/ student affairs, foundations of higher education, internship in higher education administration, practicum in higher education administration, contemporary issues in higher education, college student development, and college student retention.**

ELISABETH B. THOMPSON-HARDY

**GIRLHOOD, BEAUTY PAGEANTS AND POWER**

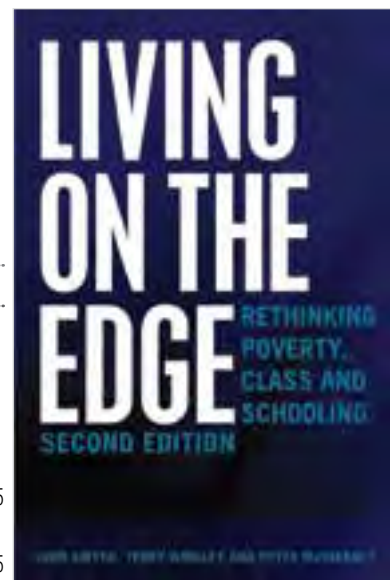
**Trailer Park Royalty**

- Counterpoints. Vol. 522
- PB. ISBN 978-1-4331-1347-5 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / €29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-4476-9 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / €29.00 / US \$42.95
- HB. ISBN 978-1-4539-0818-1 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US \$89.95

Child beauty pageants are a phenomenon in rural communities throughout the American South. *Girlhood, Beauty Pageants and Power: Trailer Park Royalty* explores the participants who compete in these pageants and shows that most are from the lower socio-economic bracket. A bricolage of post-structural feminism, critical ethnographies, critical hermeneutics, and cultural studies lenses analyzes how the performances of participants and the power exercised by the beauty pageant culture work to formulate girls' identities. *Analysis in Girlhood, Beauty Pageants and*

*Power* will also include how power operated to perpetuate this subculture and its right to dictate norms for beauty and acceptance and will be situated in the culture of girlhood. Examination of what is depicted in popular culture through film, videos, documentaries, and television shows will also add to the dialogue. The author suggests that the rural beauty pageant culture does work to create girlhood identity and a way in which the participants view the world and themselves. She argues that the rural beauty pageant culture does intricate cultural work in terms of gender and class. This book is intended for students and teachers who are interested in dissecting rural girlhood and development, Southern American beauty standards, and the effect of the media on girls' identities.

➔ **Ideal for courses in youth studies, popular culture and gender.**



JOHN SMYTH / TERRY WRIGLEY / PETER MCINERNEY

**LIVING ON THE EDGE Rethinking Poverty, Class and Schooling, Second Edition**

- 310 PP.
- Adolescent Cultures, School, and Society. Vol. 70
- PB. ISBN 978-1-4331-3510-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4577-3 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95

*Living on the Edge: Rethinking Poverty, Class and Schooling, Second Edition* confronts

one of the most enduring and controversial issues in education—the nexus between poverty and underachievement. This topic stubbornly remains a key contemporary battleground in the struggle to raise standards. *Living on the Edge* maps and compares a number of competing explanations, critiques inadequate and deficit accounts and offers a more convincing and useful theory. The authors challenge the view that problems can be fixed by discrete initiatives, which in many instances are deeply rooted in deficit views of youth, families and communities. The book systematically interrogates a range of explanations based outside as well as inside schools. It draws upon positive examples of schools which are succeeding in engaging marginalized young people, providing worthwhile forms of learning and improving young lives. This second edition contains two expansive case studies that exemplify, explain and illustrate the themes coursing through the book. *Living on the Edge's* second edition remains a “must read” for anyone concerned about or implicated in the struggle for more socially just forms of education.

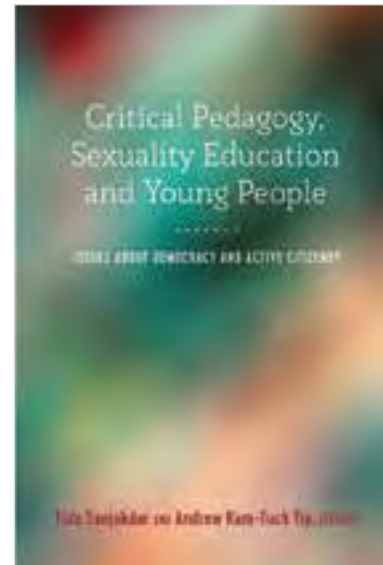
➔ **Ideal for courses in poverty, inequality and policy, social justice theory and adolescent studies.**

FIDA SANJAKDAR / ANDREW KAM-TUCK YIP (EDS.)

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

- 234 PP.
- Adolescent Cultures, School, and Society. Vol. 71
- PB. ISBN 978-1-4331-3463-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4583-4 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-3464-7 / CHF139.00 / €115.35 / €A126.90 / €D123.40 / €92.00 / US \$149.95

*Critical Pedagogy, Sexuality Education and Young People* presents cutting-edge empirical and theoretical research on the role of critical pedagogy in transforming sexuality education. Featuring the work of scholars from around the globe, including the US, the UK, Canada, Australia, New Zealand, Argentina and Finland, this unique collec-



tion of work expands the meaning of pedagogy in the field of sexuality education by augmenting young people's voices and agency, and by emphasizing a democratic and civic focus. This volume identifies and interrogates theoretical frameworks based on critical theory and critical pedagogical discourses, cross-cultural studies and critical literacy to offer new ways to conceptualize critical pedagogy in sexuality education. Many of the practical classroom applications presented will engage educators and classroom teachers in the areas of curriculum design, classroom pedagogies and institutional reform. They can also be applied to the formulation and implementation of more effective policies for sexuality education involving schools, community groups and students. The chapters in this volume interrogate texts, institutions, social relations and ideologies impacting contemporary sexuality education policies and pedagogical practices, prompting a consideration of alternative models of sexuality education for today's globalized age.

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



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

**20 QUESTIONS ABOUT YOUTH AND THE MEDIA | REVISED EDITION**

- 260 PP.
- E-BOOK. ISBN 978-1-4331-3935-2 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95

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

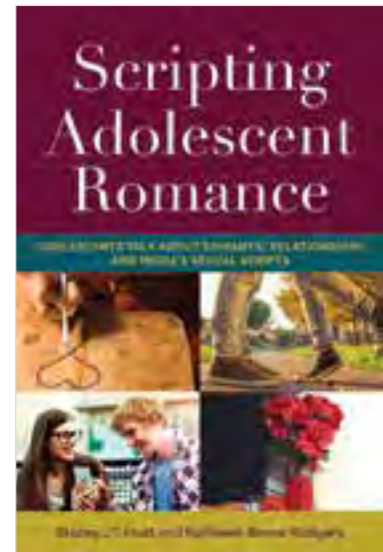
➔ **Ideal for undergraduate and graduate courses in children & media, youth & media, youth studies, communication studies, media studies, radio-tv-film, sociology, psychology and education.**

STACEY J.T. HUST / KATHLEEN BOYCE RODGERS

**SCRIPTING ADOLESCENT ROMANCE Adolescents Talk about Romantic Relationships and Media's Sexual Scripts**

- 246 PP.
- Mediated Youth. Vol. 24
- PB. ISBN 978-1-4331-2488-4 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4682-4 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-4681-7 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

Adolescents and emerging adults today spend an estimated seven hours daily attending to media. The media teens attend to commonly present relationships between men and women as a “game” or “competition” in which women seduce through their physical appearance and the masculinity of men is defined through sexual conquest. A growing body of research suggests that viewing this sexualized media may contribute to adolescents' and emerging adults' understanding of and behaviors around romantic and sexual relationships. Using social cognitive theory of gender development, scripting theory, and heterosexual script theory as a framework, *Scripting Adolescent Romance* presents methods and analyses of data from in-depth interviews with 16 high school and young college students, and focus groups with over 100 individuals in this age group. Findings provide a rarely seen view inside youths' private spaces—their bedrooms and their social media spaces. In often highly-personal conversations, youth provide in-depth information about how they understand and navigate virginity, romantic relationships, sexual situations, and interpersonal violence. Their discussions of “Netflix and chill,” Facebook stalking, and the scorecard script illuminate aspects of romance and sex that may be uniquely characteristic of today's young people. This book is a must-read for parents of adolescents, and promises to be an enjoyable, insightful text for classes about media effects, adolescent development, gender roles, and sexual health.



➔ **Ideal for undergraduate and graduate courses in gender; media; adolescence; sexuality; communication and gender; psychology of men and masculinities; social psychology; sex and the family; media effects theories and processes; gender and race in the media; communication and gender; psychology of entertainment media; media and human development; media effects; media, space, and the body; sex, gender and society; sociology of culture; sociology of gender; adolescent sexuality; adolescence and emerging adulthood; advanced adolescent development; adolescent development; and social and personal development.**

MARY ANN ALLISON / CHERYL A. CASEY

**NEW MEDIA, COMMUNICATION, AND SOCIETY A Fast, Straightforward Examination of Key Topics**

- PB. ISBN 978-1-4331-4529-2 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4530-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95

*New Media, Communication, and Society* is a fast, straightforward examination of key topics which will be useful and engaging for both students and professors. It connects students to wide-ranging resources and challenges them to develop their own opinions. Moreover, it encourages students to develop media literacy so they



can speak up and make a difference in the world. Short chapters with lots of illustrations encourage reading and provide a springboard for conversation inside and outside of the classroom. Wide-ranging topics spark interest. Chapters include suggestions for additional exploration, a media literacy exercise, and a point that is just for fun. Every chapter includes thought leaders, ranging from leading researchers to business leaders to entrepreneurs, from Socrates to Doug Rushkoff and Lance Strate to Bill Gates.

➔ **Ideal for undergraduate and graduate courses in media literacy, theories of media, mass communications in contemporary society, media and society, sociology and introduction to media studies.**

DANIEL ARAYA (ED.)

**AUGMENTED INTELLIGENCE Smart Systems and the Future of Work and Learning**

- New Literacies and Digital Epistemologies. Vol. 81
- PB. ISBN 978-1-4331-3333-6 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4543-8 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US \$47.95
- HB. ISBN 978-1-4331-3334-3 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US \$124.95

Where the Agricultural Revolution harnessed domesticated animals for pastoral



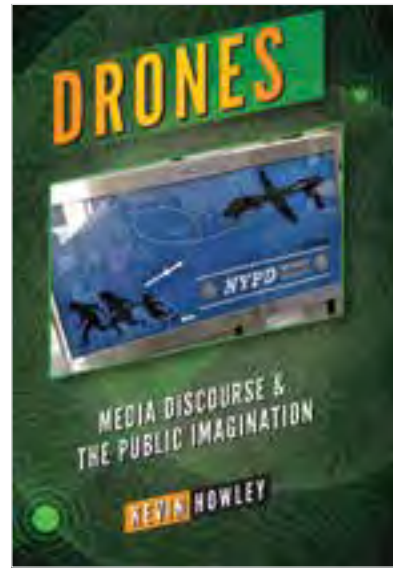
farming, and the Industrial Revolution leveraged machines for factory production, so today the Computational Revolution is advancing computers to augment human intelligence. Much as cognitive performance. Indeed, many now argue that the promise of exascale computing and the slow migration towards a computational society may represent a new threshold in human history. This “transcension” of earlier stages of tool-mediated work and learning foreshadows a momentous change in the kinds of cities we might build, the kinds of medicine we might practice, and the kinds of education we might provide. What is perhaps most surprising about the current Computational Revolution, however, is its expanding reach. The question that many now ask is “what is the trajectory of this human-machine symbiosis?” It would appear that we are on the cusp of a sea change in our capacities to augment human intelligence. But what is the future of work and learning? Will augmented intelligence help us in transforming a waning industrial society? These are the kinds of questions that we explore in *Augmented Intelligence: Smart Systems and the Future of Work and Learning*.

➔ **Ideal for courses in artificial intelligence and posthumanism.**



*Riot: Riot Grrrl Zines and Feminist Rhetorics*, Buchanan argues that zines are a form of literacy participation used to document personal, social, and political values within punk. She examines zine studies as an academic field, how riot grrrls used zines to promote punk feminism, and the ways riot grrrl zines dealt with social justice issues of rape and race. *Writing a Riot* is the first full-length book that examines riot grrrl zines and their role in documenting feminist history.

➔ **Ideal for undergraduate and graduate courses in women's studies and literacy studies.**



headlines, nightly newscasts, and documentary films, to advertising, entertainment media, and graphic arts—this book demonstrates the prevalence of drones in global battlefields and domestic airspace, public discourse, and the popular imagination. Written in a lively, engaging, and accessible style, Kevin Howley argues that media discourse plays a decisive role in shaping these new technologies, understanding their application in various spheres of human activity, and integrating them into everyday life. In doing so, Howley highlights the relationship between discursive and material practice in the social construction of technology.

➔ **Ideal for undergraduate and graduate courses in American studies, journalism studies, media analysis, media criticism, technology and culture, and technology studies.**



grams, movies, books, internet memes, and art, symbolic animals do tremendous work for us selling goods, services, ideas, and as stand-ins for our interests and ideas. Yet, does knowing animals only symbolically impact their lived experiences? This radical new approach examines the use of animals in media, tracking species from appearances in rock art, picture books to contemporary portrayals in television programs and movies. Primary questions explored include: Where does thinking of other beings in a detached, impersonal, objectified way come from? Do the mass media contribute to this distancing? When did humans first think about animals as other Others? Main themes include examining persistence of the human/animal divide, parallels in the treatment of Otherized human beings and animals, and role of media in either liberating or limiting real animals. This book brings together sociological, psychological, historical, cultural, and environmental ways of thinking about nonhuman animals and our relationships with them. In particular, ecopsychological thinking locates and identifies the connections between how we re-present animals and the impact on their lived experiences in terms of distancing, generating a false sense of intimacy, and stereotyping. Representations of animals are discussed in terms of the role the media do or do not play in perpetuating status quo beliefs about them and their relationship to and with us. This includes theories and methods such as phenomenology, semiotics, textual analysis, and pragmatism; ethical perspectives include ethic of care, repre-

DEBRA L. MERSKIN

**SEEING SPECIES**  
Re-presentations of Animals in Media & Popular Culture

- PB. ISBN 978-1-4331-4756-2 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4757-9 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US \$47.95
- HB. ISBN 978-1-4331-5359-4 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US \$124.95

Animals are everywhere. They inhabit our forests, our fields, our imaginations, our dreams, and our stories. Making appearances in advertisements, television pro-

sentational ethics, and with the goal of unpacking representations of animals in order to learn not only what it says about human beings but also how we regard members of other species.

➔ **Ideal for undergraduate and graduate courses in animals and the media and nature and the media.**



SHAUN MOORES

**DIGITAL ORIENTATIONS**  
Non-Media-Centric Media Studies and Non-Representational Theories of Practice

- 194 PP.
- Digital Formations. Vol. 101
- PB. ISBN 978-1-4331-4564-3 / CHF42.00 / €34.20 / €A37.60 / €D36.95 / €28.00 / US \$40.95
- E-BOOK. ISBN 978-1-4331-4567-4 / CHF42.00 / €34.20 / €A41.60 / €D40.95 / €28.00 / US \$40.95
- HB. ISBN 978-1-4331-4566-7 / CHF118.00 / €95.20 / €A105.40 / €D102.95 / €77.00 / US \$114.95

Might it be possible to rearticulate the term digital in digital media, so that it refers at least as much to the deft movements or orientations of hands and fingers (of digits) as it does to the new media technologies themselves? What if digital media are understood as manual media? Has the academic field of media studies tended to focus too much on media, and not enough on the practices and experiences of daily living that help to give media their meaningfulness? What if media researchers were to

ANNA ROOSVALL / MATTHEW TEGELBERG

**MEDIA AND TRANSNATIONAL CLIMATE JUSTICE**  
Indigenous Activism and Climate Politics

- 214 PP.
- Global Crises and the Media. Vol. 1007
- PB. ISBN 978-1-4331-3487-6 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4599-5 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-3488-3 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

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

➔ **Ideal for undergraduate, graduate and master courses in global media studies; international communication; interdisciplinary social science; political communication; environmental communication; environmental humanities; digital media; journalism; social movements; political participation and/or activism; diverse Indigenous studies; and media, justice and human rights.**



table of contents

List of Figures / List of Tables / Abbreviations

**Chapter 1: Introduction: Calling for Climate Justice!**

From Climate Change to Climate Justice, Geographical Scales, Climate News Media Ecologies, Activism and Politics, Mixed Methodological Approach, Studying Representations with the Represented, The Structure of the Book

**Chapter 2: What Is Climate Justice? Justice, Climate and the Media**

The Justice in Climate Justice, The Substance of Justice, Responsibility, The Geographical Framing of Justice: Re-theorizing, Justice and the Media in a Globalizing Age, Media and transnational climate justice, The Climate in Climate Justice, International Climate Justice, Intranational Climate Justice, Transnational and Global Climate Justice, Conclusion

**Chapter 3: Diverging Geographies: Indigenous Peoples, Climate Change and the UN COP Summits**

Climate Change as a Problem of Scale: The Case, of Indigenous Peoples, Connecting Scales: Indigenous Knowledge in Climate Research and Policy, Climate Testimonials from the Arctic to the Amazon: Geographies of Climate Change Impacts on Indigenous

Peoples, Arctic Peoples, Island Peoples, Forest and Desert Peoples, Traditional Ecological Knowledge, Geographies of Indigenous Participation at the COPs, Indigenous Representation Inside the COPs, Indigenous Representation Outside the COPs, Conclusion

**Chapter 4: Summit Journalism, Indigenous Peoples and Digitalization: A Media Ecology Perspective**

Confronting Invisibility: The Rise of Indigenous Media, Media, Digitalization and Environmental Protest, Indigenous Media Vanguard, Journalism and UN Climate Summits, Legacy Media, Its Centrality and Limitations, Social Media as News Source and Connective Tool, Social Media as Connective Tool, Becoming the Media: Multifaceted Strategies of Indigenous Self-representation, Conclusion

**Chapter 5: Activism, Agonism, Agency: Indigenous Peoples, Media Witnessing and the Political Game of the Summits**

Agonistic Democracy and Climate Justice: Conflict, Exclusion and Recognition in the Summit Context, Politics Versus the Political: What Is the Story and Who Tells It? Varieties of Voice and Agency, Politics: The Political Game Frame, the (Inter)national Scale

and Domestication, The Political: Activism, Its Indispensability and Its Suppression, Varieties of Media Witnessing, Varieties of Voice and Affect, Edited Media Witnessing: Mainstream Media Accounts of Indigenous Victim-Heroes and an Emerging Focus on Political Representation, Un-/Self-Edited Media Witnessing: The Political, Pluralism and the Bridging of Discourses, Conclusion

**Chapter 6: (Dis)connections: Particularism Versus Universalism, and Transnational Solidarity**

(Dis)connections: Rights, Politics, Media The Particular Versus the Universal: Rights, Politics, Media, Solidarity and/as Communication, Understandings of Solidarity, Transnational Solidarity in Indigenous Activism and Journalism: Attitudes and Practices,

Appendix: Interview Questions / Index

MEDIA

REBEKAH J. BUCHANAN

**WRITING A RIOT**  
Riot Grrrl Zines and Feminist Rhetorics

- 182 PP.
- Mediated Youth. Vol. 31
- PB. ISBN 978-1-4331-2391-7 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / €29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-5078-4 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / €29.00 / US \$42.95
- HB. ISBN 978-1-4331-5077-7 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US \$89.95

Riot grrrls, punk feminists best known for their girl power activism and message, used punk ideologies and the literacy practice of zine-ing to create radical feminist sites of resistance. In what ways did zines document feminism and activism of the 1990s? How did riot grrrls use punk ideologies to participate in DIY sites? In *Writing a*

KEVIN HOWLEY

**DRONES**  
Media Discourse and the Public Imagination

- 284 PP.
- PB. ISBN 978-1-4331-2640-6 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4742-5 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-4741-8 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

*Drones: Media Discourse and the Public Imagination* starts with a basic premise: technology shapes and is shaped by the stories we tell about it. Stories about drones—at once anxious and hopeful, fearful and awe-inspired—are emblematic of the profound ambivalence that frequently accompanies the introduction of new technologies. Through critical analysis of a variety of cultural forms—from newspaper



pay more attention to knowledge-in-movement or to matters of orientation and habitation, and rather less to those of symbolic representation and cognitive interpretation? *Digital Orientations* is a bold call for non-media-centric media studies (and ultimately for everyday-life studies) with a non-representational theoretical emphasis. The author engages here with a broad range of work from across the humanities and social sciences, drawing on Merleau-Ponty's phenomenological philosophy, Ingold's anthropology, the geographies of Massey, Seamon and Thrift, and the sociologies of Bourdieu, Sudnow and Urry.

➔ **Ideal for undergraduate and graduate courses in media, communication and cultural studies.**

RHIANNON BURY



**TELEVISION 2.0**  
Viewer and Fan Engagement with Digital TV

- 148 PP.
- Digital Formations. Vol. 102
- PB. ISBN 978-1-4331-3852-2 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US\$47.95
- E-BOOK. ISBN 978-1-4331-3870-6 / CHF50.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US\$47.95
- HB. ISBN 978-1-4331-5313-6 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US\$124.95

*Television 2.0* sets out to document and interrogate shifting patterns of engagement with digital television. Television content has not only been decoupled from the

broadcast schedule through the use of digital video recorders (DVRs) but from broadcasting itself through streaming platforms such as Netflix, Vimeo and YouTube as well as downloading platforms such as iTunes and The Pirate Bay. Moreover, television content has been decoupled from the television screen itself as a result of digital convergence and divergence, leading to the proliferation of computer and mobile screens. *Television 2.0* is the first book to provide an in-depth empirical investigation into these technological affordances and the implications for viewing and fan participation. It provides a historical overview of television's central role as a broadcast medium in the household as well as its linkages to participatory culture. Drawing on survey and interview data, *Television 2.0* offers critical insights into the ways in which the meanings and uses of contemporary television are shaped not just by digitalization but by domestic relations as well as one's affective relationship to particular television texts. Finally it rethinks what it means to be a participatory fan, and examines the ways in which established practices such as information seeking and community making are altered and new practices are created through the use of social media. *Television 2.0* will be of interest to anyone teaching or studying media and communications.

➔ **Ideal for undergraduate and graduate courses in television or fan studies.**

PAUL MESSARIS / DAVID W. PARK (EDS.)

**THE INCLUSIVE VISION**  
Essays in Honor of Larry Gross

- A Critical Introduction to Media and Communication Theory. Vol. 12
- PB. ISBN 978-1-4331-4664-0 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US\$47.95
- E-BOOK. ISBN 978-1-4331-4665-7 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US\$47.95
- HB. ISBN 978-1-4331-4663-3 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US\$124.95

Larry Gross is one of the most influential figures in the history of media studies. In this collection of original essays, his former students reflect on his groundbreaking contributions to three major developments: the emergence of visual studies as a distinct field of media theory and research; the analysis of media fiction as a symbol of

power structures and a perpetuator of social inequalities; and the growing scholarly attention to the relationships between mass media and sexual minorities.

➔ **Ideal for graduate courses in history of media studies.**

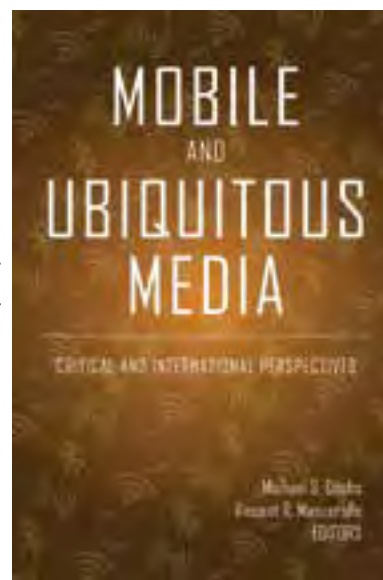
D. TRAVERS SCOTT

**PATHOLOGY AND TECHNOLOGY**  
Killer Apps and Sick Users

- PB. ISBN 978-1-4331-4845-3 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US\$64.95
- E-BOOK. ISBN 978-1-4331-4847-7 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US\$64.95
- HB. ISBN 978-1-4331-4846-0 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US\$109.95

*Pathology and Technology* is the first comprehensive look at "technopathologies." Since the days of the telegraph, electric communication technologies have been associated with causing or worsening mental and physical illnesses. Today, news reports warn of Pokémon Go deaths and women made vulnerable to sexual assault from wearing headphones. Drawing on an archive of hundreds of cases found across news, entertainment, and other sources over 150 years, this book investigates the intersection of technology and disease through original cultural historiography, focus groups, and discourse analysis, documenting a previously unexplored phenomenon in communication and media. Technopathologies occur with new AND old media, the book argues, and are ultimately about people—not machines. They help define users as normal or abnormal, in ways that often align with existing social stereotypes. Courses on technological history, medical humanities, science and technology studies, and medical history will find much here to debate, in a style written to appeal to scholarly as well as popular readers.

➔ **Ideal for undergraduate and graduate courses in technology studies; technology history; communication technology; cultural studies of health, medicine and culture; and gender studies.**



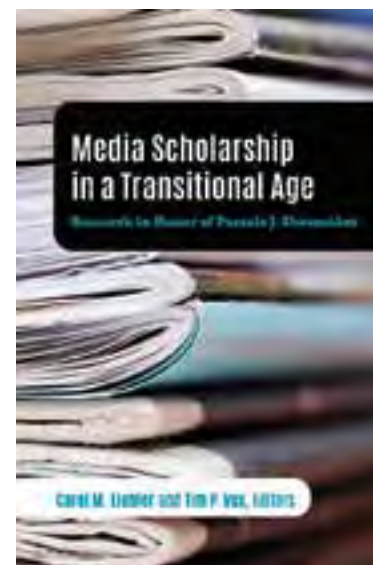
MICHAEL S. DAUBS / VINCENT R. MANZEROLLE (EDS.)

**MOBILE AND UBIQUITOUS MEDIA**  
Critical and International Perspectives

- 312 PP.
- Digital Formations. Vol. 116
- PB. ISBN 978-1-4331-4636-7 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4842-2 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4841-5 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

What does the phrase "ubiquitous media" actually mean? Individual definitions are just as varied and ubiquitous as the media to which they refer. As a result, there is to date no large-scale theoretical framework through which we can understand the term. The goal of this volume is to provide a diverse set of critical, theoretical, and international approaches useful to those looking for a more diverse and nuanced understanding of what ubiquitous media means analytically. In contrast to other existing texts on mobile media, these contributions on mobile media are contextualised within a larger discussion on the nature and history of ubiquitous media. Other sections of this edited volume are dedicated to historical perspectives on ubiquitous media, ubiquitous media and visual culture, the role of ubiquitous media in surveillance, the political economy of ubiquitous media, and the way a ubiquitous media environment affects communities, spaces, and places throughout the world.

➔ **Ideal for undergraduate and graduate courses in attention and ubiquitous media, mobile media, contemporary digital practice, pervasive media, historical approaches to digital media, communicating in the digital age, social and mobile media and mobile media and communications.**



CAROL M. LIEBLER / TIM P. VOS (EDS.)

**MEDIA SCHOLARSHIP IN A TRANSITIONAL AGE**  
Research in Honor of Pamela J. Shoemaker

- 338 PP.
- Mass Communication and Journalism. Vol. 25
- PB. ISBN 978-1-4331-4777-7 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4778-4 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-4772-2 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

*Media Scholarship in a Transitional Age* honors the significant and lasting contribution that Pamela J. Shoemaker has made to mass communications research. Her body of work, spanning four decades, has included groundbreaking conceptual and methodological advances, particularly in the areas of gatekeeping, survey research and content analysis. The chapters in this collection build upon her legacy in both theory and method, and particularly in the area of news research. At the heart of the

book are chapters that apply concepts found in Shoemaker's earliest work, such as deviance and newsworthiness, and extend theories such as gatekeeping and agenda-setting into the digital era. Empirical analyses on topics such as international and political news provide insights into journalism in these transitional times. Additional chapters explore digital media and the "mediated method." The closing section, Reflections on the Transitional Age, includes two chapters that pay homage to Shoemaker's contributions through discussion of the importance of theory and research from a personal perspective. The final chapter challenges academics to consider the implications of the digital era for scholarly creativity. A collection with wide appeal to all media scholars, *Media Scholarship in a Transitional Age* is particularly well-suited to graduate student seminars on mass communications theory, media sociology and news scholarship.

➔ **Ideal for undergraduate and graduate courses in media sociology, mass communication theory and sociology of news.**

**JOURNALISM**

LARS WILLNAT / DAVID H. WEAVER / G. CLEVELAND WILHOIT

**THE AMERICAN JOURNALIST IN THE DIGITAL AGE**  
A Half-Century Perspective

- 444 PP.
- Mass Communication & Journalism. Vol. 17
- PB. ISBN 978-1-4331-2827-1 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US\$52.95
- E-BOOK. ISBN 978-1-4331-4433-2 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US\$52.95
- HB. ISBN 978-1-4331-2828-8 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US\$94.95

More than a decade has passed since the last comprehensive survey of U.S. journalists was carried out in 2002 by scholars at Indiana University—and the news and the journalists who produce it have undergone dramatic changes and challenges. *The American Journalist in the Digital Age* is based on interviews with a national



probability sample of nearly 1,100 U.S. journalists in the fall of 2013 to document the tremendous changes that have occurred in U.S. journalism in the past decade, many of them due to the rise of new communication technologies and social media. This survey of journalists updates the findings from previous studies and asks new questions about the impact of new technologies and social media in the newsroom, and it includes more nontraditional online journalists than the previous studies.

➔ **Ideal for media practitioners and undergraduate and graduate courses in public relations, international communication, political science, international relations, and sociology interested in journalism and communication studies.**

PAULA M. POINDEXTER

**MILLENNIALS, NEWS, AND SOCIAL MEDIA**

**Is News Engagement a Thing of the Past?**  
Revised and Updated 2nd Edition

- 216 PP.
- PB. ISBN 978-1-4331-5003-6 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US\$42.95
- E-BOOK. ISBN 978-1-4331-5005-0 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US\$42.95

Five years after the first edition of *Millennials, News, and Social Media: Is News Engagement a Thing of the Past?* was



published, a focus on the Millennial generation's relationship with news is more important than ever. This revised and updated book reports the results of a new survey that reveals changes in news consumption habits and attitudes while painting a detailed portrait of Millennials in a news media landscape now dominated by social media and mobile devices. Generational, racial, ethnic, and gender differences in news engagement and social media use are examined and so is the historic presidential election that the oldest and youngest Millennials experienced. How Millennials voted, the issues that mattered, and the relationship between their political identity and news is also explored. The spread of fake news, attacks on the press, and the need for news literacy are also discussed. Since the publication of the book's first edition, Snapchat and digital subscriptions have emerged and social media sites have become popular platforms for news. How Millennials have responded to these changes in the media landscape is also examined. Finally, recommendations for further improvement of news coverage of Millennials are proposed. Plus, the book underscores how all segments of society, including news organizations, journalism schools, and tech companies, can work toward a more informed and news literate society, a requirement for viable democracies. This revised and updated book will appeal to students, scholars, journalists, and everyone who cares about informed and civically engaged citizens and a strong democracy.

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



AXEL BRUNS

**GATEWATCHING AND NEWS CURATION**

**Journalism, Social Media, and the Public Sphere**

- 394 PP.
- Digital Formations. Vol. 113
- PB. ISBN 978-1-4331-3320-6 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US \$64.95
- E-BOOK. ISBN 978-1-4331-4397-7 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US \$64.95
- HB. ISBN 978-1-4331-3321-3 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US \$109.95

*Gatewatching and News Curation: Journalism, Social Media, and the Public Sphere* documents an emerging news media environment that is characterised by an increasingly networked and social structure. In this environment, professional journalists and non-professional news users alike are increasingly cast in the role of gatewatcher and news curator, and sometimes accept these roles with considerable enthusiasm. A growing part of their everyday activities takes place within the spaces operated by the major social media providers, where platform features outside of their control affect how they can post, find, access, share, curate, and otherwise engage with news, rumours, analysis, comments, opinion, and related forms of information. If in the current social media environment the majority of users are engaged in sharing news; if the networked structure of these platforms means that users observe and learn from each other's sharing practices; if these practices result in the potential for widespread serendipitous news discovery; and if such news discovery is now overtaking search engines as the major driver of traffic to news sites—then gatewatching and news curation are no longer practiced only by citizen journalists, and it becomes important to fully understand the typical motivations, practices, and consequences of habitual news sharing through social media platforms. Professional journalism and news media have yet to fully come to terms with these changes. The first wave of citizen media was normalised into professional journalistic practices—but this book argues that what we are observing in the present context instead is the normalisation of professional journalism into social media.

➔ **Ideal for undergraduate and graduate courses in social media, digital media, mass media, media systems, professional and organizational communication, politics, social media skills, intersections between journalism and social media, news and journalism and digital transformations in mass communication and culture.**



and communication, media and society, journalism and media fundamentals and news literacy.



SALLYANNE DUNCAN / JACKIE NEWTON

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

- 224 PP.
- Mass Communication and Journalism. Vol. 16
- PB. ISBN 978-1-4331-2563-8 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4298-7 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95
- HB. ISBN 978-1-4331-2564-5 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US \$94.95

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

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

➔ **Ideal for undergraduate and graduate courses in journalism, international journalism, journalism studies, communication studies and media and cultural studies.**



TAL MORSE

**THE MOURNING NEWS**  
**Reporting Violent Death in a Global Age**

- 268 PP.
- Global Crises and the Media. Vol. 23
- PB. ISBN 978-1-4331-4463-9 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4465-3 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95
- HB. ISBN 978-1-4331-4464-6 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / £64.00 / US \$94.95

A conventional wisdom in media studies is that "when it bleeds it leads". The media

love violence and from the newsroom perspective, negative news is good news. Violent death often makes it to the headlines, and mass violent death events often become media events that receive immediate continuous attention worldwide. However, reporting violent death is not only about sending information, but also about the maintenance of society. News about violent death functions as media rituals which elicit grief and inform a sense of care and belonging. Accordingly, this book takes a broader sociological and anthropological approach to considering the role of death and the media in organising social life in a global age. Based on literature on solidarity and social cohesion, death rituals, media rituals, and journalism studies, this book examines whether and how the performance of the media at the occurrence of mass violent death events informs solidarity and interconnectedness on a cosmopolitan level. The book develops the analytics of grievability as an analytical framework that unpacks the ways in which news about death constructs grievable death and articulates relational ties between spectators and sufferers. The book employs the analytics of grievability in a comparative manner and analyses the coverage of three different case studies (terror attack, war and natural disaster) by two transnational news networks (BBC World News and Al-Jazeera English). This comparative analysis showcases the centrality of news media in selectively cultivating a sense of cosmopolitan solidarity in a global age.

➔ **Ideal for undergraduate and graduate courses in mediation of suffering, media rituals, journalism studies, cultural approach to journalism, media ethics, global news, media and war, media and crises, death studies and media anthropology.**

LEARA D. RHODES

**PEACE THROUGH MEDIA**

- 202 PP.
- PB. ISBN 978-1-4331-3024-3 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4539-1685-8 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95

This book equips students and practicing journalists with information on why and



how to implement a course of action for Peace Journalism. Secondary literature and primary examples are used within all chapters to offer a personal examination of the importance of applying concepts of Peace Journalism in the field as journalists cover conflict. Peace Through Media also identifies how journalism and political science are merging in areas related to conflict resolution. By understanding how both the journalists and the political scientists think about Peace Journalism, collaboration may follow and the benefits of finding peaceful resolutions to conflicts may be a possibility.

➔ **Ideal for undergraduate and graduate courses in international mass communication and advanced research.**

YOEL COHEN (ED.)

**SPIRITUAL NEWS**  
**Reporting Religion Around the World**

- PB. ISBN 978-1-4331-2862-2 / CHF67.00 / €54.20 / €A59.60 / €D57.95 / £44.00 / US \$64.95
- E-BOOK. ISBN 978-1-4331-4533-9 / CHF71.00 / €54.20 / €A65.00 / €D64.95 / £44.00 / US \$64.95
- HB. ISBN 978-1-4331-2863-9 / CHF113.00 / €91.70 / €A100.80 / €D98.95 / £74.00 / US \$109.95

The media's coverage of religion is an important question for academic researchers, given the central role which news media play in ensuring that people are up-

**Table of Contents**

Acknowledgments	Practice	<b>Chapter 5. Meet the Audience: How Journalists Adapt to Social Media</b>	From Social News Curation to Curated Social Media Content
<b>Chapter 1. Introduction</b>	The Structuration of Social News Curation Communities	Towards the Normalisation of Social Media	Liveblogs and Their Audiences
Coming Up in the News	Social News Curation, Social News Framing	Journalistic Uses of Social Media	Between Mainstream and Social Media
Platforms of the Social News Media Network	A Cycle of Interaction between Journalistic Reporting and Social Curation	Promoting Stories	Liveblogs as Public Journalism?
A Study in Precarity	Reintermediating the News: A First Draft of the Present	Curating Content	Liveblogs and Beyond
<b>Chapter 2. From Gatekeeping to Gatewatching: The First Wave of Citizen Media</b>	<b>Chapter 4. Random Acts of Gatewatching: Everyday Newssharing Practices</b>	Personal Branding	Situating Liveblogs in the News Ecology
Key Elements of Citizen Journalism	From Acute Events to Everyday Engagement	Connecting with Sources	<b>Chapter 8. New(s) Publics in the Public Sphere</b>
Gatewatching, Not Gatekeeping	Random, Serendipitous, Habitual News Engagement	Monitoring Developments	Social Media and Everyday Public Debate
Collaborative Online News Production	Engagement	Engaging with Audiences	Social Media as Third Spaces in a Hybrid Media System
Unfinished News	Newssharing	Social Media and Journalistic Disclosure Transparency	Beyond 'the' Public Sphere
The First Wave of Citizen Media	Motivations for Newssharing	<b>Chapter 6. Management and Metrics: The News Industry and Social Media</b>	Towards Filter Bubbles and Echo Chambers?
Parasites or Para-Journalists? Citizen Journalism and the Mainstream Media	Newssharing Practices	Standardising Social Media Activities	Understanding Social Media Publics
Embracing the People Formerly Known as the Audience	Networks of Newssharing	Addressing Personal Branding	Studying the Interplay of Publics
Protecting the Journalistic Profession through Boundary Work	Newssharing as Performance	Measuring Audience Engagement	viii GATEWATCHING AND NEWS CURATION
The Gradual Normalisation of Citizen Journalism Elements	Newssharing as a Demotic Practice	Shaping News Content	<b>Chapter 9. Conclusion: A Social News Media Network</b>
Beyond the First Wave of Citizen Media	From Demotic Newssharing to Habitual News Curation	From Metrics of Popularity to the Populism of Metrics?	The Journalist as Gatekeeper, Gatewatcher, and Curator
Enter Social Media	Personal Curation	Atomising the News, Deliberately	Algorithmically and Communally Curated Flows of News
<b>Chapter 3. #BREAKING: Social News Curation during Acute Events</b>	Social Recommendations	Mobile News Users, Mobile News Workers	News and Its Users
News Breaks on Twitter	Topical Clustering	The Normalisation of Journalism	An Industry in Transformation
The Dynamics of Breaking News on Social Media	The Emergence of Niche Authorities	Social Media as Tertiary Spaces for the News	Towards a Social News Media Network
Ad Hoc Emergence	Beyond the Political	Rethinking Journalistic Ideals	Index
Selective Repetition through Gatewatching	Demotic. Democratic?	Networking the Spaces for Journalism	
Gatewatching as a Collective and Collaborative	Industry Responses to Habitual Newssharing	Platform Power	
		<b>Chapter 7. Hybrid News Coverage: Liveblogs</b>	
		Liveblogs as a Hybrid Format	





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

➔ **Ideal for courses in global journalism, and media and religion.**

LEE B. BECKER / TUDOR VLAD

**THE CHANGING EDUCATION FOR JOURNALISM AND THE COMMUNICATION OCCUPATIONS**

**The Impact of Labor Markets**

- Mass Communication and Journalism. Vol. 22
- PB. ISBN 978-1-4331-4147-8 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4149-2 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95
- HB. ISBN 978-1-4331-4148-5 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

The book provides a unique perspective on journalism and communication education, drawing on extensive, detailed data across time to examine the evolution of education

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

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

COMMUNICATION

RONALD C. ARNETT / ANNETTE M. HOLBA / SUSAN MANCINO (EDS.)

**AN ENCYCLOPEDIA OF COMMUNICATION ETHICS**

**Goods in Contention**

- PB. ISBN 978-1-4331-5243-6 / CHF73.00 / €59.20 / €A65.10 / €D63.95 / £48.00 / US \$70.95
- E-BOOK. ISBN 978-1-4331-5245-0 / CHF77.00 / €59.20 / €A71.00 / €D70.95 / £48.00 / US \$70.95
- HB. ISBN 978-1-4331-5244-3 / CHF149.00 / €120.80 / €A132.90 / €D129.95 / £97.00 / US \$144.95

*An Encyclopedia of Communication Ethics: Goods in Contention* complements existing communication ethics scholarship with an examination of 103 scholars who explicitly and implicitly contributed to our understanding of this crucial subject matter. The purpose of this collection is to overview key figures whose work assists our understanding of the development and influence of communication ethics. We selected voices on communication ethics after considering an individual author's contribution to the following coordinates: (1) dialectical

and dialogical engagement with other scholars and perspectives; (2) the performative praxis of ethics in the interplay of theory and the public domain; and (3) examination of the connection between history and questions with a constitutive ethical theory offering a connecting response. Dialogical and dialectical engagement, performative praxis of ethics, and the intimate relationship between historical moments and ethical reflection provide a background for understanding author selection for this volume, *An Encyclopedia of Communication Ethics: Goods in Contention*.

➔ **Ideal for undergraduate and graduate courses in communication ethics.**



BASTIAAN VANACKER / DON HEIDER (EDS.)

**ETHICS FOR A DIGITAL AGE, VOL. II**

- Digital Formations. Vol. 118
- PB. ISBN 978-1-4331-5179-8 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-5181-1 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95
- HB. ISBN 978-1-4331-5180-4 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

This work contains a selection of the research presented at the third and fourth Annual Symposium on Digital Ethics hosted by the School of Communication at Loyola University Chicago. Thematically organized around three of the most pressing ethical issues of the digital age (shifting of professional norms, moderating offensive content, and privacy), the chapters of this volume

offer the reader a window into some of the hot-button ethical issues facing a society where digital has become the new normal. Straddling an applied ethical and theoretical approach, the research represented here not only reflects on how our ethical frameworks have been changed and challenged by digital technology, but also provides insights for those confronted with specific ethical dilemmas related to digital technology. With contributions from established experts and up-and-coming scholars alike, this book cuts across disciplines and will appeal to philosophers, communication scientists, and moral philosophers alike. The essays are written in an accessible style that will make them suitable for graduate students and advanced undergraduate students.

➔ **Ideal for undergraduate and graduate courses in information ethics, digital ethics, ethics of information technology, communication and philosophy.**

THERESA CASTOR

**CLIMATE RISKS AS ORGANIZATIONAL PROBLEMS**  
**Constructing Agency and Action**

- PB. ISBN 978-1-4331-3335-0 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-5093-7 / CHF44.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95
- HB. ISBN 978-1-4331-5021-0 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / €60.00 / US \$89.95

The purpose of this work is to provide an introduction to the Communication as Constitutive of Organizations approach by addressing key ideas in organizational communication such as sensemaking, decision-making, problem-formulation, and agency. This text is intended to introduce key ideas of the CCO perspective to undergraduate students and graduate students and scholars who may be new to this area. Topical chapters feature case studies related to climate crises, the environment, and weather, making this work also relevant for those with an interest in environmental communication, risk communication, crisis communication, public relations, and public health. Chapters address decision-making during the Hurricane Katrina crisis, how a state in the southeast US handled a winter snow storm, heatwaves as creeping crises in Europe, and freshwater policy making. The case studies

provide insight in understanding how governmental agencies 'interact' with weather crises and the public. While natural hazards are worthy of study generally because of their impact, they are also worthy of study from an organizational communication perspective. Organizations such as governmental agencies, international organizations, nonprofit organizations, and nongovernmental organizations (NGO), among others play a role in preparing for or helping people to recover from natural hazards. Given that natural hazards are ongoing yet have a degree of unpredictability, examining how organizations respond to natural hazards provides a fitting circumstance for studying constitutive processes.

➔ **Ideal for undergraduate and graduate courses in communication, organizational communication, crisis communication and environmental communication.**

YONG-CHAN KIM / MATTHEW D. MATSAGANIS / HOLLEY A. WILKIN / JOO-YOUNG J. JUNG (EDS.)

**THE COMMUNICATION ECOLOGY OF 21ST CENTURY URBAN COMMUNITIES**

- Urban Communication. Vol. 6
- PB. ISBN 978-1-4331-4659-6 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4660-2 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95
- HB. ISBN 978-1-4331-4658-9 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

In this volume we address the questions of whether it (still) matters what neighborhood individuals live in and if it is still necessary and possible for city dwellers to build and maintain place-based communities. The book's contributors address how urban communities are formed, reformed, and transformed from a communication infrastructure theory perspective. Through the lens of this theory, communication is defined as a fundamental social process through which cities are sustained and changed over time. The chapters in this book elaborate the theoretical and methodological frameworks of the communication infrastructure theory approach; articulate theory-driven and multi-method frame-

works for the study of the city; and speak to pressing, contemporary, research- and policy-related challenges (or questions). The broad array of issues addressed by the contributors to this volume is expected to draw the interest not only of communication researchers and professionals, but also of students, scholars, practitioners, and policymakers from a variety of backgrounds and with an interest in different aspects of life in the city, including: public health, technology, civic engagement, and urban planning and design.

➔ **Ideal for undergraduate and graduate courses in communication and community, urban communication, journalism, public health and sociology.**



ADRIENNE SHAW / D. TRAVERS SCOTT (EDS.)

**INTERVENTIONS**  
**Communication Research and Practice**

- 290 PP.
- ICA International Communication Association. Annual Conference Theme Book Series. Vol. 5
- PB. ISBN 978-1-4331-4815-6 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-4817-0 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95
- HB. ISBN 978-1-4331-4816-3 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

This volume brings together a range of papers that fruitfully engage with the theme of the 2017 Annual Conference of the

International Communication Association, held in San Diego, California: Interventions. Here "intervention" points to a range of communication practices that engage with a political event, social phenomena, industrial or socio-cultural practice, in order to alter and disrupt events and the norms and practices that contribute to their occurrence. Interventions prohibit events from proceeding in a "normal" course. Interventions approach or critique practices and phenomenon resulting from tensions or absences occurring in: events, structures, (institutional governmental, media industry), discourses, and socio-cultural and subcultural events. Intervention presents the opportunity to explore boundaries, assumptions and strategies that appear to be different or irreconcilable, viewing them instead as possibilities for productive engagements.

Communication interventions—in both research and practice—insert insights from diverse voices, marginal positions, emerging organizational practices and digital technologies, to broaden and enrich dialogue. Interventions bring complex reframings to events and phenomenon. Interventions seek to alter a course and effect changed practices in a range of spheres: governmental and social institutions, cultural and nongovernmental groups; industry and organizational life, new media and digital spaces, socio-cultural environments, subcultural groups, health environments, affective and behavioral life, and in everyday life.

➔ **Ideal for undergraduate and graduate courses in introduction to communication studies, current debates in communication studies, communication theory/methods and social activism and change.**

INTERPERSONAL COMMUNICATION

DALE HAMPLE

**INTERPERSONAL ARGUING**

- 306 PP.
- PB. ISBN 978-1-4331-3438-8 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / £36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4894-1 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / £36.00 / US \$52.95
- HB. ISBN 978-1-4331-4890-3 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95



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

➔ **Ideal for advanced undergraduate or graduate courses in courses in interpersonal communication.**

SCOTT E. CAPLAN

**THE CHANGING FACE OF PROBLEMATIC INTERNET USE**  
**An Interpersonal Approach**

- PB. ISBN 978-1-4331-3050-2 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / £32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-5100-2 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / £32.00 / US \$47.95
- HB. ISBN 978-1-4331-5099-9 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / £84.00 / US \$124.95

Since the advent of the internet and increasingly mobile devices we have witnessed dramatic changes in computer-mediated technologies and their roles in our lives. In the late 1990s, researchers began to identify problematic forms of Internet use, such as difficulty controlling the amount of time spent online. Today,



people live in a perpetually digital and permanently connected world that presents many serious types of problematic Internet use besides deficient self-regulation. Thousands of studies have been published on interpersonal problems such as cyberbullying, cyberstalking, relationship conflicts about online behavior, and the increasingly problematic use of mobile devices during in-person interactions. The book also examines future trends, including the recent development of being constantly connected to mobile devices and social networks. Research in these areas is fraught with controversy, inconsistencies, and findings that are difficult to compare and summarize. This book offers students and researchers an organized, theory-based, synthesis of research on these problems and explains how interpersonal theory and research help us better understand the problems that online behavior plays in our personal lives and social interactions.

➔ **Ideal for undergraduate and graduate courses in computer mediated communication, problematic internet use, online social behavior, psychology of internet use, advanced interpersonal communication, social interaction, social psychology and online behavior.**



nosis—patient, healthcare provider, caregiver—has information and needs information in order to make the best decisions possible under the circumstances. After studying and writing about the topics of communication and cancer for many years separately, authors Lisa Sparks and Anna Leahy combine their expertise in this new tour de force. Here, they apply principles from the field of health communication to the cancer care experience, drawing from a wide range of scholarship to offer a comprehensive view of cancer care communication and extend existing work into new insights. Engaging chapters cover all phases of the journey through cancer, from prevention to recovery or end-of-life; analyze the roles of the variety of cultural and social identities and relationships; and explore written, verbal, non-verbal, and electronic communication. In addition, this book draws from the real-life stories of cancer patients themselves to enrich the book's unique discussions and to better understand how theory can be put into practice. *Conversing with Cancer* is ideal for use in health communication classes, medical and nursing programs, and formal caregiver training. In addition, it is useful for cancer patient and caregiver support groups and for individual providers, patients, and caregivers.

➔ **Ideal for undergraduate and graduate courses in health communication, medical school communication/patient care, nursing school communication/patient care, caregiver training, cancer patient support groups.**

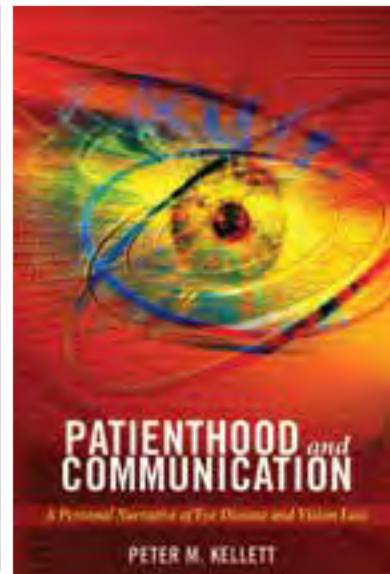
HEALTH COMMUNICATION

LISA SPARKS / ANNA LEAHY

**CONVERSING WITH CANCER**  
How to Ask Questions, Find and Share Information, and Make the Best Decisions

- 268 PP.
- Language as Social Action. Vol. 22
- PB. ISBN 978-1-4331-3353-4 / CHF36.00 / €29.95 / €A32.90 / €D32.00 / £24.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-3900-0 / CHF55.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-3354-1 / CHF94.00 / €115.35 / €A86.00 / €D85.90 / £58.00 / US \$94.95

With more than 40% of people eventually facing a cancer diagnosis, *Conversing with Cancer* is a much-needed addition to understanding and improving cancer care through strong communication among providers, patients, and caregivers. Each person whose life is affected by a cancer diagnosis



PETER M. KELLETT

**PATIENTHOOD AND COMMUNICATION**  
A Personal Narrative of Eye Disease and Vision Loss

- 296 PP.
- Health Communication. Vol. 13
- PB. ISBN 978-1-4331-3830-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4331-4574-2 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-3831-7 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

*Patienthood and Communication* is an engagingly personal narrative detailing the author's experience living with, and adapting to, a degenerative and incurable eye disease (MacTel). Beyond the personal, this poignant story more broadly illustrates the ways in which communication enables individuals to adjust to serious health threats. Author and subject Peter Kellett highlights his important interactions with health care providers, family members, friends, colleagues, students, and others that provide shape to his journey. Kellett displays a compelling capacity for self-reflection in his descriptions of the life changes his vision loss imposes upon him, among them changes to his identity, in relationships and life plans. Adaptation and flexibility reveal themselves as central tenets of his learning to become a self-empowered patient. Perhaps the most crucial element to his adjustment is, however, positive communication, which is depicted

throughout the book as the driving force in Kellett's journey into patienthood.

➔ **Ideal for undergraduate and graduate courses in health communication, qualitative methods in health communication, qualitative methods, narrative theory and methods, relational communication, and positive communication.**

PUBLIC RELATIONS



TRICIA HANSEN-HORN / ADAM E. HORN

**PUBLIC RELATIONS STRATEGY, THEORY, AND CASES**

Praxis at Its Best

- 240 PP.
- PB. ISBN 978-1-4331-2080-0 / CHF55.00 / €44.20 / €A48.60 / €D47.95 / €36.00 / US \$52.95
- E-BOOK. ISBN 978-1-4539-1908-8 / CHF58.00 / €44.20 / €A53.00 / €D52.95 / €36.00 / US \$52.95
- HB. ISBN 978-1-4331-2079-4 / CHF98.00 / €79.20 / €A87.10 / €D84.95 / €64.00 / US \$94.95

Presenting a robust introduction to public relations strategy, this book helps readers explore their perceptions of what strategy is or might be; highlights influencers of strategic decision making such as distinctions among B2B, B2C, and B2G as well as public relations roles and organization types; discusses the education and training value and limitations of the popular case study; and provides an easy-to-understand overview of four theories important for every "student" (academic and non-academic)

of public relations to understand. Excellence theory, contingency theory, rhetorical theory, and social capital theory are introduced. In the spirit of praxis (the application of theory to practice), the authors provide theory-specific and other relevant "keys" for use as the reader seeks to apply what is read to actual public relations cases. As might be expected, highly structured case studies that clearly distinguish between objectives, strategies and tactics are included for the purposes of education and training. The featured set of case studies includes: March of Dimes Rebrand; Inside Pediatrics Children's Mercy Kansas City; Vanity Fair Women Who Do LiftTOUR; TouchNet + Heartland; WeatherTech Public Relations Super Bowl Ad Buy; ZF Race Reporter/Fan Reporter: Europe, Japan and the US; Pinnacle Not So Silent Night; Lee Jeans—Influencer Relations; Fight CRC One Million Strong Collection; Tips for Kids—Seventeen Years Later; and Dairy Queen's Fan Food Not Fast Food Campaign: Retrospective Cases Analysis from the Outside.

➔ **Ideal for undergraduate and graduate courses in PR cases, PR theory and application of theory, strategic planning for PR, special topics for PR, business and PR, rhetoric and PR, intro to PR survey and PR campaigns.**

POLITICS

MAXINE NEWLANDS

**ENVIRONMENTAL ACTIVISM AND THE MEDIA**

The Politics of Protest

- PB. ISBN 978-1-4331-5010-4 / CHF50.00 / €40.00 / €A44.00 / €D42.95 / €32.00 / US \$47.95
- E-BOOK. ISBN 978-1-4331-5011-1 / CHF52.00 / €40.00 / €A48.00 / €D47.95 / €32.00 / US \$47.95
- HB. ISBN 978-1-4331-3118-9 / CHF129.00 / €104.20 / €A114.60 / €D111.95 / €84.00 / US \$124.95

For more than 40 years politicians, activists, advocates and individuals have been seeking ways to solve the problem of climate change. Governments and the United Nations have taken an economic path. Others seek solutions in the equality of climate

justice. Taking the step from green consumer to the streets at climate summits, protest camps and direct action recasts activists as everything from tree huggers, to domestic extremists and ecoterrorists. Political policing and new legislation increasingly criminalized environmental activism, supported by media reporting that recasts environmental activism as actions to be feared. Why this has happened and how activist have learnt to circumvented the media's recasting is the story of this book. From media movements to persuade the moveable middle, high court challenges, and gatekeeping, activists have found ways to challenge media and political discourse. The book identifies four key areas to tie together diverse sets of green governmentality, traditional media discourse and activism. (1) Environmental Governance and green governmentality; (2) historical media discourse; (3) alternative communication infrastructures and (4) local to the global. Using data from 50 interviews, archival research and non-participatory observation from environmental activists from the UK, USA and Australia, this book will show why protest is important in democratic political participation. From activists to slacktivist, *Environmental Activism and the Media: the Politics of Protest* is for those with an interest in cultural, social and political studies, democratic processes, climate and social justice, governmentality and studying environmental politics, human geography, communication, and sustainability.

➔ **Ideal for undergraduate, graduate and master courses in The Transformation of Environmental Activism; Environment and Media Studies; Human Geography; Politics of Protest in BA Politics; International Relations / Global Environmental Politics; MA Activism and Social Change; Media, Communication and the Environment; Media, Culture and the Environment; Environmental Activism; Environmental Advocacy and Activism; Environmental activism, ecoterrorism and the law.**

KARRIN VASBY ANDERSON

**WOMEN, FEMINISM, AND POP POLITICS**  
From "Bitch" to "Badass" and Beyond

- Frontiers in Political Communication. Vol. 31
- PB. ISBN 978-1-4331-3452-4 / CHF65.00 / €52.50 / €A57.70 / €D56.95 / €42.00 / US \$62.95
- E-BOOK. ISBN 978-1-4331-5315-0 / CHF68.00 / €52.50 / €A63.00 / €D62.95 / €42.00 / US \$62.95
- HB. ISBN 978-1-4331-3453-1 / CHF144.00 / €116.70 / €A128.30 / €D124.95 / €94.00 / US \$139.95

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

➔ **Ideal for graduate courses in communication studies, women's studies, political science, media studies and gender.**

ROBERT BAHLIEDA

**Patriarchy, Capitalism, and Inequality**

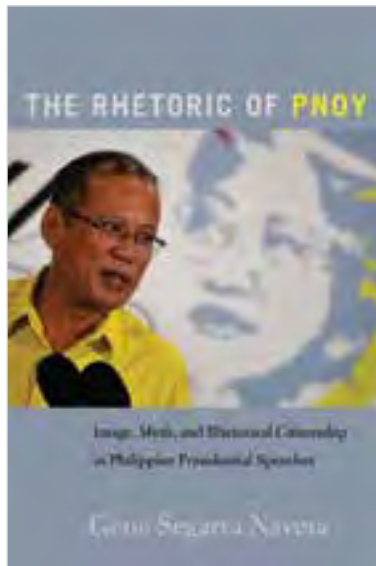
- Counterpoints. Vol. 524
- PB. ISBN 978-1-4331-5377-8 / CHF65.00 / €52.50 / €A57.70 / €D56.95 / €42.00 / US \$62.95
- E-BOOK. ISBN 978-1-4331-5378-5 / CHF68.00 / €52.50 / €A63.00 / €D62.95 / €42.00 / US \$62.95
- HB. ISBN 978-1-4331-5376-1 / CHF144.00 / €116.70 / €A128.30 / €D124.95 / €94.00 / US \$139.95

*The Economic Gulag: Patriarchy, Capitalism and Inequality* is a trenchant critical analysis of the devastating ravages of capitalist patriarchy in our modern society and its pervasive and increasingly destabilizing negative influence on our views and values regarding power, gender, wealth and inequality. It extends the investigation begun in *The Democratic Gulag* (2015) that argued that we live in a social and ideological gulag dominated by the meta-ideology of patriarchy that has defined and circumscribed every aspect of the social experience of humanity for millennia to the detriment of all. *The Economic Gulag* explores how patriarchy is infused within capitalist theory and practice. It offers a socially democratic critique and alternatives to reform its dominance. Through the lens of critical theory and employing current empirical and statistical research *The Economic Gulag* deconstructs the modern neoliberal capitalist wealth myth and its underlying theory of 'homo economicus.' *The Economic Gulag* exposes a system rife with deception, inequality, human exploitation and misery that is touted as the unchallenged champion of democratic individualism and success. *The Economic Gulag* makes a powerful case for the pressing need to dismantle the democratic and economic gulag in which we live and replace it with a new ideal social democracy based on true economic equality and fairness in a post-patriarchal, post-capitalist world. It concludes with fifteen radical, powerful, transformative recommendations for change that will provide the 'shock therapy' required to usher in a new socially democratic order liberated from patriarchy and all its vestiges.

➔ **Ideal for undergraduate and graduate courses in women's studies.**



studies, critical studies, political science and social science.



GENE SEGARRA NAVERA

**THE RHETORIC OF PNOY**  
Image, Myth, and Rhetorical Citizenship in Philippine Presidential Speeches

- 178 PP.
- Frontiers in Political Communication. Vol. 32
- PB. ISBN 978-1-4331-4830-9 / CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US \$42.95
- E-BOOK. ISBN 978-1-4331-4831-6 / CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US \$42.95
- HB. ISBN 978-1-4331-4829-3 / CHF93.00 / €75.00 / €A82.50 / €D80.95 / £60.00 / US \$89.95

Political speeches don't just mirror what transpires in the world; they have the poten-

tial to change people's minds, move them into action, reinforce existing assumptions, and reshape cultures. They define public participation and are the 'nexus points' of disparate discourses, both nationally and globally. Because of their power to sustain the status quo or effect change, speeches warrant public attention and careful study. To examine them is to understand how they are crafted, what elements they possess, and how these elements come together to affect their audience. This volume analyzes selected speeches delivered by Benigno 'Noynoy' Simeon C. Aquino III, President of the Republic of the Philippines from 2010 to 2016. They are speeches that have been used to shape public perception, gain support, and build identification between Aquino's presidency and his audience. By mobilizing the concepts of presidential image, myth, metaphors, and rhetorical citizenship, readers are guided through a process of examining the rhetorical trajectory of the Philippine presidency, how a president's discourse has attempted to shape Philippine socio-political reality, and how the evolving milieu the president has found himself in shapes his discourse. The essays in this volume will hopefully generate a discussion not only on the place of President Benigno Aquino's rhetoric in Philippine presidential history, but also of how rhetorical practices in an evolving democratic society in Asia can extend and expand theorizations of presidential rhetoric and political communication at large.

➔ **Ideal for undergraduate and graduate courses in critical discourse studies.**



# CONGRATULATIONS TO OUR RECENT AWARD WINNERS!

## BLACK STUDIES

**BORDER CROSSING «BROTHAS»: BLACK MALES NAVIGATING RACE, PLACE, AND COMPLEX SPACE**

BY TY-RON DOUGLAS

- ➔ 2017 SOCIETY OF PROFESSORS OF EDUCATION AWARD
- ➔ 2017 AESA CRITICS CHOICE AWARD

## EDUCATION

**HAPPINESS, HOPE AND DESPAIR: RETHINKING THE ROLE OF EDUCATION**

BY PETER ROBERTS

- ➔ PHILOSOPHY OF EDUCATION SOCIETY OF AUSTRALASIA 2017 BOOK AWARD

# AUTHOR INDEX

Ahlquist, Roberta . . . . . 12	Darko, Isaac . . . . . 15	Leahy, Anna . . . . . 32	Rivera, Melissa . . . . . 6
Akanmori, Harriet . . . . . 15	Daubs, Michael S. . . . . 26	Lemieux, Amélie . . . . . 9	Robson, Claire . . . . . 12
Allison, Mary Ann . . . . . 23	Davis, Bryan . . . . . 2	Letiche, Hugo . . . . . 13	Rodgers, Kathleen Boyce . . . 23
Araya, Daniel . . . . . 23	Davis, R. Deborah . . . . . 9	Liebler, Carol M. . . . . 27	Rodríguez, Louie F. . . . . 6
Arnett, Ronald C. . . . . 30	Dei, George J. Sefa. . . . . 15	Lindsay, Vernon. . . . . 4	Roosvall, Anna . . . . . 25
Arreguín-Anderson, María G. . . 7	Demi, Suleyman . . . . . 15	Lucey, Tom . . . . . 8	Rosenkrantz De Lasson, Jakob . . . . . 18
Ayala, Jennifer . . . . . 6	Devitis, Joseph L. . . . . 17	Lund, Darren E. . . . . 5	Rust, Terrie . . . . . 8
Babcock, Rebecca Day. . . . . 10	Dimick, Janae . . . . . 21	Maldonado, José Miguel. . . . . 21	Sanjakdar, Fida . . . . . 22
Bahlleda, Robert . . . . . 33	Dou, Remy . . . . . 8	Mancino, Susan . . . . . 30	Santana, Nadia . . . . . 19
Barnett, Ronald. . . . . 17	Duncan, Sallyanne . . . . . 29	Manzerolle, Vincent R. . . . . 26	Sasso, Pietro A. . . . . 17, 21
Becker, Lee B. . . . . 30	Eaton, Paul . . . . . 15	Marchbank, Jen . . . . . 12	Scott, D. Travers . . . . . 26, 31
Berry, Theodora Regina. . . . . 3	Elbih, Randa . . . . . 12	Marjanovic-Shane, Ana . . . . . 11	Shaw, Adrienne . . . . . 31
Berta-Ávila, Margarita I. . . . . 6	Fisher, R. Michael . . . . . 13	Matsaganis, Matthew D. . . . . 31	Smith, Kersha . . . . . 4
Beyerbach, Barbara . . . . . 9	Flores, Belinda Bustos . . . . . 6	Mazzarella, Sharon R. . . . . 23	Smyth, John . . . . . 22
Blair, Kelsey. . . . . 12	Frederick, Mark A. . . . . 21	McDonnell, Jadie . . . . . 15	SooHoo, Suzanne . . . . . 14
Blake, Brett Elizabeth . . . . . 10	Gainer, Jesse . . . . . 20	McInerney, Peter . . . . . 22	Sparks, Lisa . . . . . 32
Blake, Robert W. . . . . 10	Gamson, David . . . . . 11	McLaren, Peter . . . . . 14	Spuck, Tim . . . . . 8
Blankenship, Whitney . . . . . 9	Gist, Conra D. . . . . 4	McMaster, Christopher . . . . . 18	Steel, Sean . . . . . 20
Bloch, Marianne N. . . . . 20	Godley, Amanda . . . . . 20	Merskin, Debra L. . . . . 24	Stovall, David . . . . . 16
Blue, Morgan Genevieve . . . . . 21	Gorski, Paul C. . . . . 13	Messaris, Paul . . . . . 26	Swadener, Beth Blue . . . . . 20
Bonner, Emily . . . . . 7	Hall, Marcella Runell . . . . . 4	Meyer, Elizabeth J. . . . . 12	Tanaka, Greg . . . . . 6
Brown, Ernest Jr. . . . . 2	Hample, Dale . . . . . 31	Mitchell, Roland . . . . . 15	Tegelberg, Matthew . . . . . 25
Brown, Venessa Ann . . . . . 2	Hansen-Horn, Tricia . . . . . 32	Montaño, Theresa . . . . . 13	Thompson-Hardy, Elisabeth B. . . . . 22
Bruns, Axel . . . . . 28	Heider, Don . . . . . 30	Montgomery-Richard, Margaret . . . . . 3	Thonus, Terese . . . . . 10
Buchanan, Rebekah J. . . . . 24	Heischman, Daniel R. . . . . 9	Moores, Shaun . . . . . 25	Tikhomirov, Aleksey A. . . . . 16
Burney, Shehla . . . . . 10	Hendry, Petra . . . . . 15	Morgan, Hani . . . . . 16	Tivis, Tierra B. . . . . 3
Bury, Rhiannon . . . . . 26	Hodge, Emily . . . . . 11	Morse, Tal. . . . . 29	Torre, María Elena . . . . . 6
Cammarota, Julio . . . . . 6	Holba, Annette M. . . . . 30	Murphy, Caterina . . . . . 18	Vanacker, Bastiaan . . . . . 30
Cannella, Gaile S. . . . . 20	Holmes, Gloria Graves . . . . . 19	Navera, Gene Segarra . . . . . 34	Vasby Anderson, Karrin . . . . . 33
Caplan, Scott E. . . . . 31	Horn, Adam E. . . . . 32	Newlands, Maxine . . . . . 33	Vlad, Tudor . . . . . 30
Carr, Paul R. . . . . 5	Howley, Kevin. . . . . 24	Newton, Jackie . . . . . 29	Vos, Tim P. . . . . 27
Casey, Cheryl A. . . . . 23	Huerta, Mary Esther Soto . . . . 20	Nocella, Anthony J. II . . . . . 16	Weaver, David H. . . . . 27
Castagnera, James Ottavio . . . 18	Hust, Stacey J.T. . . . . 23	Ognibene, Richard . . . . . 11	White, Boyd . . . . . 9
Castañeda, Mari . . . . . 7	Jansen, Hans . . . . . 13	Park, David W. . . . . 26	Wilén, Tracey . . . . . 19
Castleberry, Garret L. . . . . 8	Jenkins, Leigh . . . . . 8	Parmar, Priya . . . . . 16	Wilhoit, G. Cleveland . . . . . 27
Castor, Theresa . . . . . 30	Jennings, Nancy A. . . . . 23	Peters, Michael Adrian. . . . . 17	Wilkin, Holley A. . . . . 31
Causey-Konaté, Tammie M. . . . 3	John-Steiner, Vera P. . . . . 11	Pitcher, Erich N. . . . . 12	Willnat, Lars . . . . . 27
Childress, Lisa K. . . . . 18	Jung, Joo-Young J. . . . . 31	Poindexter, Paula M. . . . . 27	Wong, Nga-Wing Anjela . . . . . 6
Clark, Ellen Riojas . . . . . 6	Kearney, Mary Celeste . . . . . 21	Pratt-Clarke, Menah . . . . . 2	Wrigley, Terry . . . . . 22
Cogni, Mara . . . . . 10	Kellett, Peter M. . . . . 32	Pullen Sansfaçon, Annie. . . . . 12	Yip, Andrew Kam-Tuck. . . . . 22
Cohen, Yoel . . . . . 29	Kim, Yong-Chan . . . . . 31	Ramalho, Tania . . . . . 9	Yuen, Timothy T. . . . . 7
Collings, Natalia . . . . . 7	Kinard, Tim . . . . . 20	Reaser, Jeffrey . . . . . 20	
Connery, M. Cathrene . . . . . 11	Kniffley, Steven Jr. . . . . 2	Rhodes, Leara D. . . . . 29	
Cooter, Kathleen S. . . . . 8	Koopman, Oscar . . . . . 8	Rivage-Seul, D. Michael . . . . . 15	
Copeland, Kristopher. . . . . 8	Krupczynski, Joseph . . . . . 7		
Cowan, Robert . . . . . 15	Lea, Virginia . . . . . 5		

Please note that prices are subject to change.

order

**IN THE UNITED STATES**

- peterlang.com
- 800.770.LANG (5264) or 212.647.7706
- customerservice@plang.com

**EBOOK PRICE POLICY**

We offer eBooks with a Single-User License (SUL) as well as with a Multi-User License (MUL). The purchase of an eBook with Multi-User License allows institutions to make it accessible to their customers and costs twice the price of an eBook with a Single-User License

**EXAM POLICY**

Exam copies are available to instructors for adoption consideration with a 60 day review period. Contact us at [textbooks@peterlang.com](mailto:textbooks@peterlang.com) or visit [PETERLANG.COM](http://PETERLANG.COM) under RESOURCES, then FOR LECTURERS to fill out our online request form.

*Pricing notes:*

- \* shipping and handling: \$6.00 for the first book, \$1.50 for each additional book
- \* €D includes VAT—valid for Germany & EU customers | €A includes VAT—valid for Austria

**OUTSIDE THE UNITED STATES**

- peterlang.com
- ++41 (0)32 376 17 17, Fax: ++41 (0)32 376 17 27,
- Email: [order@peterlang.com](mailto:order@peterlang.com)



# The Peter Lang Publishing list is represented by the following agents worldwide

## **AFRICA**

### **Morocco**

Librairie Nationale  
Mik Kerouach  
Responsable du Département Universitaire  
El Farah II, Lot n° 3, Q.I  
Mohammedia - Morocco  
Mobile: +212 661045776  
m.kerouach@librairienationale.co.ma

### **South Africa,**

### **Botswana and Namibia:**

Academic Marketing Services (Pty)  
Ltd  
PO Box 411738  
Craighall 2024  
Tel: +27 (0)11 447 7441  
Fax: +27 (0)11 447 2314  
info@academicmarketing.co.za

## **Asia**

### **China**

Ian Taylor  
Ian Taylor Associates Ltd. Beijing  
Office  
B1102 Building 4, BeijingINN  
No. 11 East Shuijing Hutong,  
Dongcheng District  
100010 Beijing, P.R. China  
Tel. +86 10 5864 3360  
Fax +86 10 5864 3320  
ian@iantaylorassociates.com  
zhangpei.beijing@gmail.com

### **Philippines**

Edwin Makabenta  
109 Talayan Street, Talayan Village  
Quezon City, Philippines 1104  
Tel. +63 2 703 9792  
Fax +63 918 911 6384  
edmak@pltdtdsl.net

### **South Korea**

ChongHo Ra, Impact Korea  
Suite 715, Shinhan Nextel  
14 Dosun-dong, Sungdong-gu  
Seoul 133-714, South Korea  
Tel. +82 2 2296 0140  
Fax +82 2 2296 0143  
impactkr@kornet.net

### **Hong Kong & Taiwan**

Edwin Chu  
China Publishers Services Ltd  
Room 718, Fortune Commercial Bldg  
362 Sha Tsui Road, Tsuen Wan,  
N.T. Hong Kong SAR  
Tel. (852) 2491 1436  
Mobile (852) 9193 0534  
Fax (852) 2491 1435  
edwin@cps-hk.com  
edwincms@yahoo.com  
http://www.cps-hk.com/

## **Europe**

### **United Kingdom & Ireland**

Quantum Publishing Solutions Ltd  
The Coach House, Storrs Hall  
Arkholme, Carnforth  
Lancashire, LA6 1BB, England  
Tél. +44 (0)1524 222512  
quantumjames@btinternet.com

### **Spain, Portugal and Gibraltar**

Charlotte Prout  
Iberian Book Services  
Sector Islas 12, 1°B  
28760 Tres Cantos, Madrid, Spain  
cprout@iberianbookservices.com

### **France, Belgium & Luxembourg**

[Book and eBook Agent]  
Enter & Read, Albertine Luginbuhl  
Enter & Read  
23 rue du Départ, Boîte 37  
75014 Paris, France  
Tel. +33 6 81 04 76 85  
albertineluginbuhl@orange.fr  
http://enterandread.jimdo.com

### **Italy**

[eBook agent]  
Anna Merlo, Cenfor International Srl  
Viale G.Palazzi 3/1/A  
16145 Genova, Italy  
Tel. +39 010 313567  
Fax +39 010 4206942  
Mob. +39 393 9104923  
amerlo@cenfor.it  
http://www.cenfor.net

### **Turkey**

[eBook agent]  
Informascope  
Mr. Kivanc Cinar, Prof Dr Ahmet  
Taner Kislali Mahallesi  
2830 Caddesi No: 18  
Cayyolu -Ankara, Turkey  
Tel. +90 312 446 7792 Ext: 1005  
Fax +90 312 446 7793  
Mob. +90 544 618 36 18  
kcinar@informascope.com

### **Hungary, Slovenia, Croatia & Bulgaria**

[eBook agent]  
Scientific Knowledge Services  
Mrs. Ángyán Katalin  
Chamerstrasse 172  
6300 Zug, Switzerland  
Tel. +36 27 785 865  
Mob. +36 70 272 6200  
hu@scientificknowledgeservices.com

### **Latin America**

Cranbury International LLC  
Ethan Atkin  
7 Clarendon Ave.  
Montpelier, VT 05602  
Tel. +1 802-223-6565  
Fax +1 802-223-6824  
eatkin@cranburyinternational.com

## **Middle East**

International Publishers Representatives  
(IPR)  
P.O. Box 25731  
1311 Nicosia, Cyprus  
Phone: 357-22-872-355  
iprschl@spidernet.com.cy  
Contact : Mr David Atiyah,  
Managing Director

### **United Arab Emirates**

[eBook agent]  
Mr. Nazim Mohammedi  
Avicenna Research  
Dubai, United Arab Emirates  
Tel. +90 312 446 7792 Ext: 1005  
Fax +90 312 446 7793  
info@avicenna-research.com

### **Australia, New Zealand, Republic of Fiji and Papua New Guinea**

Co Info Pty Ltd  
12B Koornang Road  
Scoresby, Victoria 3179  
Australia  
Tel. +61 3 9210 7703  
Fax +61 3 9210 7788  
books@coinfo.com.au  
http://www.coinfo.com.au

### **Australia & New Zealand**

[eBook agent]  
Bezi Publishing Services  
Mrs. Louise Valier-D'Abate  
PO Box 1233 Mitcham North Vic  
3132, Australia  
Tel. +61 455 864 860  
louise@bezi.com.au

## **USA**

[eBook agent-US]  
PCG,  
Kate Vincent, Senior Library Sales  
7 Bulfinch, Suite 202  
Boston MA 02114, United States  
Tel. 1-617-395-4048  
k.vincent@peterlang.com  
www.peterlang.com

### **Canadian Distribution-print**

University of Toronto Press Distribution  
5201 Dufferin Street, Toronto,  
CANADA, M3H 5T8  
Email: utpbooks@utpress.utoronto.ca  
Phone: 1-800-565-9523 (North  
America) and (416) 667-7791  
Fax: 1-800-221-9985 (North America)  
and (416) 667-7832





## Visit our website!

On our new user-friendly web site – **peterlang.com** – customers may browse and learn about the range of products and services we provide.

- Peruse our list of print and eProduct offerings to enhance your scholarly collection
- Search through our list of 1,900 series
- Quick and easy online purchasing of print, ebooks and chapters
- Receive 24/7 unrestricted access to your eContent
- Authentication through a range of options including IP, Athens and Shibboleth
- View and order our new title and subject catalogues
- Order examination copies
- Tailored personalization of eContent with institutional details
- Sign up for our digital newsletter

## eBooks

Peter Lang has over 10,000 titles published mainly in English, German and French across the Arts, the Humanities and Social Sciences available on our web site.



Our e-textbooks are available through our web site as well as **Amazon (Kindle), Apple (iBooks), Barnes & Noble Nook, Bibliotech, Blackwell Learning, Feedbooks, Follett, Google Play, ITSJ Education, Kobo, Kortext, Lix, Microsoft, PaperC, Rethink Books, Sainsbury's, VitalSource, Wook, Zola Academic and more!**

Exam copies are available to instructors for adoption consideration. Contact us at [textbooks@peterlang.com](mailto:textbooks@peterlang.com) or go to our web site under RESOURCES, then FOR LECTURERS to fill out our online request form.

## Peter Lang on Social Media!

Follow us to learn about new titles, events, news and special promotions.



PeterLangPublishingUSA



@peterlangusa



Peter Lang Publishing, Inc.

29 Broadway, Suite 1800, NY, NY 10006

**peterlang.com**

International Academic Publishing Group

[p] 800.770.LANG • 212.647.7706 [f] 212.647.7707 [e] [CustomerService@plang.com](mailto:CustomerService@plang.com)