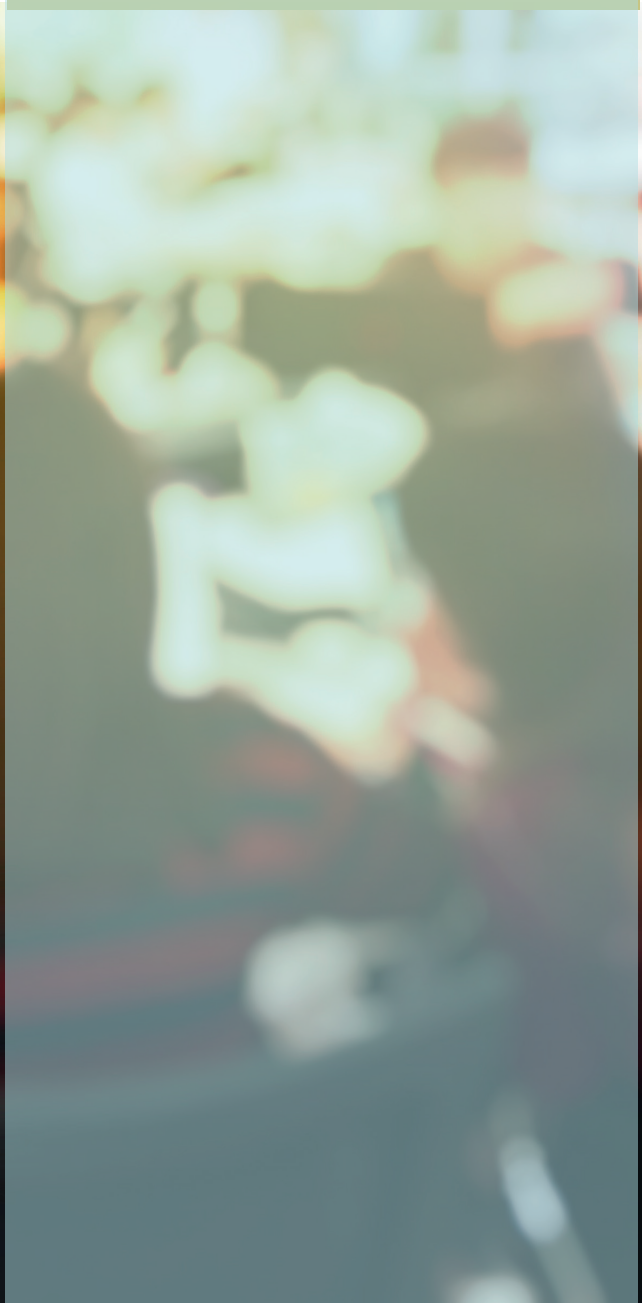




PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

2019 FALL



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Fall 2019

Dear colleagues and customers,

As we embark on a new academic year, we would like to share with you the highlights from our expanding and well-regarded textbook list.

We are extremely honored to announce that *Toxic Silence: Race, Black Gender Identity, and Addressing the Violence against Black Transgender Women in Houston* by William T. Houston was named Winner of the 2019 LAMBDA Literary Award in LGBTQ Studies.

In Education, we are delighted to introduce several innovative new projects such as *The Story of Latinos and Education in American History* by Abdin Noboa-Rios and the first two volumes of Edmund Adjapong and Chris Emdin's *Hip-Hop Education: Innovation, Inspiration, Elevation series*, *Youth Culture Power: A #HipHopEd Guide to Building Teacher-Student Relationships and Increasing Student Engagement* by Jason D. Rawls and John Robinson & *Hip-HopEd: The Compilation on Hip-Hop Education: Volume 2, Hip-Hop as Education & Knowledge of Self* edited by Edmund Adjapong & Ian P. Levy.

We are also pleased to announce the new Open Access journal, *Philosophy and Theory in Higher Education*, edited by John E. Petrovic, with the first issue available now on our website.

Our Media and Communication program is quite strong with many timely new releases including *Agendamelding: News Social Media, Audience and Civic Community*, by Donald L. Shaw, Milad Minooie, Deb Aikat and Chris J. Vargo, one of three new releases from our unique *AEJMC- Peter Lang Scholarsourcing* series, as well as Mary Ann Allison & Cheryl Casey's *New Media, Communication, and Society: A Fast, Straightforward Examination of Key Topics*.

And important addition for both our film and literature list, is the two new volumes in our *Genre Fiction and Film Companions* series — Simon Bacon's *Horror: A Companion* and *Sci-Fi: A Companion* by Jack Fennell. Along with our previously published *Gothic & Cli-Fi* volumes,



these companions are perfect for both film & literature courses.

As textbook list expands into history and political science, we are proud to announce a paperback edition of *Power & Primacy: A History of Western Intervention in the Asia Pacific* making it more accessible for course use.

Our textbooks are offered not only print but digital formats available through Amazon (Kindle), Apple (iBooks), Barnes & Noble Nook, Bibliotech, Blackwell Learning, Feedbooks, Follett, ITSI Education, Kobo, Kortext, Lix, Microsoft, PaperC, Rethink Books, Sainsbury's, VitalSource, Wook, Zola Academic and more!

Examination copies are available for all 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 Koohi-Kamali

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Edmund Adjapong · Ian Levy (eds.)

Hip-HopEd: The Compilation on Hip-Hop Education

Volume 2, Hip-Hop as Education & Knowledge of Self

New York, 2019

Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 2

pb. ISBN 978-1-4331-7221-2

CHF 41.– / €^D 35.95 / €^A 36.70 / € 33.30 / £ 27.– / US-\$ 39.95

eBook ISBN 978-1-4331-7492-6

CHF 41.– / €^D 39.95 / €^A 40.– / € 33.30 / £ 27.– / US-\$ 39.95

hb. ISBN 978-1-4331-7491-9

CHF 41.– / €^D 35.95 / €^A 36.70 / € 33.30 / £ 27.– / US-\$ 39.95

The second volume of the Hip-Hop Education series highlights *knowledge of self* as the fifth and often forgotten element of hip-hop. In many cases, a connection to hip-hop culture is one that has been well embedded in the identity of hip hop educators. Historically, academic spaces have had misperceptions and misunderstand the authentic culture of hip-hop, often forcing hip-hop educators to abandon their authentic hip-hop selves to align themselves to the traditions of academia. This edited collection highlights the realities of hip-hop educators who grapple with cultivating and displaying themselves authentically in practice. It provides narratives of graduate students, practitioners, junior and senior scholars who all identify as part of hip-hop. The chapters in this text explore the intersections of the authors' lived experiences, hip-hop, theory, and practice.

Ideal for undergraduate and graduate level courses in Hip Hop education, urban education and teacher education.

Jason Rawls · John Robinson

Youth Culture Power

A #HipHopEd Guide to Building Teacher-Student Relationships and Increasing Student Engagement

New York, 2019. XIV, 114 pp., 1 table

Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 1

pb. ISBN 978-1-4331-7125-3

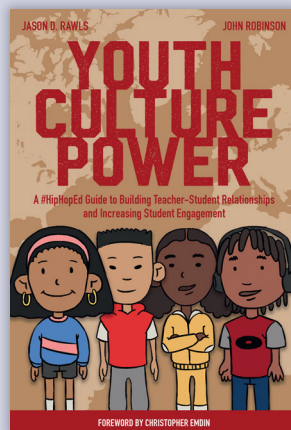
CHF 29.– / €^D 24.95 / €^A 25.70 / € 23.30 / £ 19.– / US-\$ 27.95

eBook ISBN 978-1-4331-7127-7

CHF 29.– / €^D 27.95 / €^A 28.– / € 23.30 / £ 19.– / US-\$ 27.95

hb. ISBN 978-1-4331-7126-0

CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95



In our schools, hip-hop culture is the dominant culture among the students. In *Youth Culture Power: A #HipHopEd Guide to Building Teacher-Student Relationships and Increasing Student Engagement*, Jason D. Rawls and John Robinson, educators and hip-hop artists with experience in the urban classrooms, focus their efforts through Hip-Hop Based Education (HHBE). They argue that hip-hop culture could be useful in building relationships and building student engagement. The approach to achieve this is Youth Culture Pedagogy (YCP). YCP is based in a foundation of reality pedagogy (Emdin, 2014), culturally responsive pedagogy (Ladson-Billings, 1995), and HHBE (Hill, 2009; Petchauer, 2009). In this volume, the authors lay the groundwork for YCP and how they envision its use within the classroom. In *Youth Culture Power*, the authors put forth their C.A.R.E. Model of youth pedagogy to help teachers create a positive learning environment by building relationships and lessons around students' own culture. Instead of forcing students to give up the things they frequent, Rawls and Robinson feel teachers should discuss them and when possible, use them in lessons. The purpose of this book is to present a fresh take on why educators should not discount the culture of youth within the classroom.

Ideal for Master level pre-service teacher education courses.

Venise T. Berry

Racialism and the Media

Black-ish, Black Twitter, and the First Black American President

New York, 2019

Black Studies and Critical Thinking. Vol. 114

pb. ISBN 978-1-4331-7288-5

eBook ISBN 978-1-4331-7290-8

CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95

hb. ISBN 978-1-4331-7289-2

CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Racialism and Media: Black-ish, Black Twitter and the First Black American President is an exploration of how the nature of racial ideology has changed in our society. Yes, there are still ugly racists who push uglier racism, but there are also popular constructions of race routinely woven into mediated images and messages. This book examines selected exemplars of racialism moving beyond traditional racism. In the Twenty-First century, we need a more nuanced understanding of racial constructions. Denouncing anything and everything problematic as racist or racism simply does not work, especially if we want to move toward a real solution to America's race problems. Racialism involves images and messages that are produced, distributed, and consumed repetitively and intertextually based on stereotypes, biased framing, and historical myths about African American culture. These images and messages are eventually normalized through the media, ultimately shaping and influencing societal ideology and behavior. Through the lens of critical race theory chapters examine issues of intersectionality in *Crash*, changing Black identity in *Black-ish*, the balancing of stereotypes in prime-time black male and female roles, the power of Black images and messages in advertising, the cultural wealth offered through Black Twitter, biased media framing of the first Black American President, the satirical parody of *Black Jesus*, contemporary Zip Coon stereotypes in film, the problematic popularity of ghettofamous black culture, and finally the evolution of black representation in science fiction.

Ideal for undergraduate and graduate courses African Americans and the Media, Intro to African American Society, African American Life and Culture in the U.S, Special Topics in African American Culture, Black Culture and Society and Race and Media.

Rochelle Brock

Sista Talk Too

New York, 2019

Counterpoints. Studies in Criticality. Vol. 530

pb. ISBN 978-1-4331-2651-2
CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95
eBook ISBN 978-1-4331-6892-5
CHF 40.– / €^D 38.95 / €^A 39.– / € 32.50 / £ 26.– / US-\$ 38.95

In *Sista Talk Too*, Rochelle Brock brings us meaningful new material, to evoke and update her past examination of Black women in today's culture. The first *Sista Talk: The Personal and the Pedagogical* is an inquiry into the questions of how Black women define their existence in a society which devalues, dehumanizes, and silences their beliefs. Placing herself inside of the research, Rochelle Brock invited the reader on a journey of self-exploration, as she and seven of her Black female students investigate their collective journey toward self-awareness in the attempt to liberate their minds and souls from ideological domination. Throughout, *Sista Talk* attempted to understand the ways in which this self-exploration informs her pedagogy. Combining Black feminist and Afrocentric theory with critical pedagogy, this book frames the parameters for an Afrowomanist pedagogy of wholeness for teaching Black students. In *Sista Talk Too*, Rochelle Brock brings us something to be remembered by, chapters and writings from students and colleagues to help us survive and thrive in this world. All in the spirit of love, life, and Oshun.

Ideal for courses such as Women, Culture and development, Feminist theory, African American Women's history, Feminism, Knowledge & Practice, and critical pedagogy.

Kia Caldwell · Emily Chávez (eds.)

Engaging the African Diaspora in K-12 Education

New York, 2019

pb. ISBN 978-1-4331-7223-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6025-7
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-7222-9
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Engaging the African Diaspora in K-12 Education provides in-service and pre-service teachers with valuable information and resources related to African diaspora communities in the United States, Europe, and Latin America. This unique anthology fills an important gap in current pedagogical and curricular publications by combining the writings of leading scholars of the African diaspora with practical, hands-on tips and resources from middle and high school teachers and administrators. Drawing on cutting-edge academic scholarship, chapters of the book address topics such as, the transatlantic slave trade, slavery in Latin America, the Haitian Revolution, the U.S. Civil Rights Movement, Pan-Africanism, Black German Studies, and literature and art by black women in the diaspora. In addition, «Engaging the African Diaspora in K-12 Education» includes chapters on anti-racist education, use of the performing arts to teach African American history, and critical reflections by several middle and high school teachers on practices they have adopted to increase their students' exposure to the African diaspora in the classroom.

Ideal for graduate level education courses in Introduction to 21st Century Teaching, Exploring Diversity in Classroom and Community, Equity, Leadership, and You, Teacher Leadership for a Diverse Society, Education in Latin America, Multicultural Ways of Knowing, Gender, Race, and Class Issues in Education, and Social Studies methods courses.

Elizabeth Drame · Tara Adams ·
Judy Nardi · Veronica Nolden (eds.)

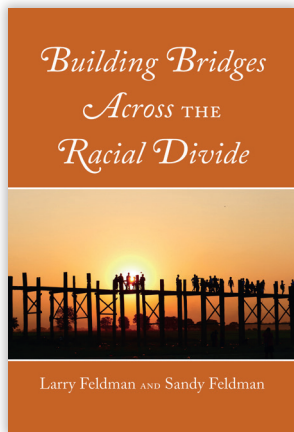
The Resistance, Persistence and Resilience of Black Families Raising Children with Autism

New York, 2019

pb. ISBN 978-1-4331-7418-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-7420-9
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-7419-3
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

The Resistance, Persistence and Resilience of Black Families Raising Children with Autism presents nuanced perspectives in the form of counternarratives of what Black families who have children with autism experience at the intersection of race, class, disability, gender. It intentionally centers the *expertise* of Black parents, challenging what is considered knowledge, whose knowledge counts, and how knowledge can be co-generated for learning, sharing and advocacy. The book speaks directly to Black parents on the autism journey. To right systemic racial inequities and to cultivate culturally responsive practices, it is critical for practitioners and professionals, to understand what is known about Black families' experiences with autism in general and how these experiences differ because of our intersecting identities. University faculty and students in programs involving medicine, speech and language pathology, occupational therapy, nursing, political science, school psychology, teaching, special education and leadership can benefit from the wisdom offered by these parents. This text is perfect for several courses, including those in departments of Anthropology, Women and Gender Studies, Health Sciences, Psychology, Special Education, Teacher Education, and Administrative Leadership. In addition, given the uniquely Black perspective presented in the text, this text is relevant to other fields, including Ethnic Studies, Cultural Studies, Urban Studies, and African American Studies. It is relevant to individuals who wish to better understand how issues of race and intra-racial differences shape lived experiences with disability in American society.

Ideal for undergraduate and graduate courses in Foundations of Autism Spectrum Disorders, Introduction to Special Education, Collaborative Studies, Introduction to Disability Studies, Child and Family Psychology Studies, Sociology of Race and Ethnicity, Women, Race and Class, Psychology of Race, and Critical Identity Studies.



Larry Feldman · Sandy Feldman

Building Bridges Across the Racial Divide

New York, 2019. XIV, 186 pp.

pb. ISBN 978-1-4331-7296-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6034-9
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6070-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Building Bridges Across the Racial Divide offers a hopeful view of how well-constructed diversity initiatives can combat entrenched racial prejudice and segregation in American life. This book provides an extensive review of research on methods for reducing stereotypes and prejudice and describes multiple initiatives designed to reduce the negative effects of racial separation by bringing together children, teens, and adults from different racial groups to share a variety of positive experiences. The concepts in *Building Bridges Across the Racial Divide* are presented in clear, jargon-free language. Each concept comes alive with detailed examples from a variety of successful programs. Combining specific principles with poignant illustrations, this book will appeal to a wide variety of readers: educators, parents, students, clergy, youth leaders, community organizers, business leaders, and anyone who feels drawn to the goal of «making things better.» This book is an excellent text for courses on diversity, race relations, social psychology, sociology, education, parenting, and community development.

Ideal for undergraduate & graduate courses on diversity, race relations, social psychology, sociology, education, parenting, and community development.

Edwin Mayorga · Ujju Aggarwal ·
Bree Picower (eds.)

What's Race Got To Do With It?

How Current School Reform Policy
Maintains Racial and Economic
Inequality - Revised Edition

New York, 2019

**Critical Multicultural Perspectives on Whiteness.
Vol. 7**

pb. ISBN 978-1-4331-3496-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7386-8
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95

At the time that the first edition of *What's Race Got to Do with It* was published (2015), many on the left were struggling to both fight back neoliberal education reforms—such as charter schools, school closings, high-stakes testing—understand how these reforms were defined, and how they circulated through the entanglements of race and class. In the years since, we have seen the accelerated growth of social movements push back against this logic. The steady and grounded work of those fighting back neoliberal education reform has increased the visibility and critique of privatization, market-based reforms, and segregation; demonstrating the interlocking connections between racism and capitalism. We have also seen the election of Donald Trump to the office of U.S. President and the appointment of Betsy DeVos as Secretary of Education, signaling an intensified attack on public education (alongside other public infrastructures) and a return to «racism as we knew it.» As neoliberal multicultural reforms that defined the Obama administration are rolled back, this new edition of *What's Race* considers how we might sharpen our analysis concerning what we are working to defend and what we are working to transform. Each chapter author tracks the changes and continuities of recent years, revealing the ways in which market-driven education reforms work with and through race, and sharing grassroots stories of resistance to these reforms. We hope that this book will continue to provide readers with a guide to action that emboldens our struggles for justice.

Ideal for undergraduate & graduate courses in History of education courses, Issues in American education, Race and education in American schooling, and Specific issues dealing with minority populations, with special focus on the Hispanic/Latino.

Joanne Turner-Sadler

African-American History

An Introduction

3rd Edition

New York, 2019

pb. ISBN 978-1-4331-7477-3
CHF 41.– / €^D 35.95 / €^A 36.70 / € 33.30 / £ 27.– / US-\$ 39.95

Every year more colleges and high schools are offering classes (and often making them required classes) in black history. Joanne Turner-Sadler provides a concise and probing treatment of 400 years of black history in America that can be used with age groups ranging from lower high school to college. In *African American History: An Introduction* the author touches on key figures and events that have shaped African American culture beginning with a look at Africa and its various civilizations and the migration of the African people to America. Some essential topics covered are: the struggle with slavery, the role African Americans played in America's wars (including the current war in Iraq), race riots and unions, the NAACP, civil rights, and black power movements, the Harlem Renaissance, issues in education, the journey into the West, legal cases such as Plessy vs. Ferguson and Brown vs. Board of Education, African Americans as athletes, entertainers, and statesmen.

This book is an indispensable addition to all library collections as well as a teaching tool for instructors. It is heavily illustrated (photos, maps, timelines) with useful end-of-the-chapter questions and activities for further study and includes a handy bibliography of suggested readings and an index. New in this edition is a section on the historic election of Barack Obama, the first African American president of the United States. Interesting connections Obama has to past presidents are explored as well. This edition also contains enhanced discussions of Colin Powell and Condoleezza Rice, and the historic positions both held.

Ideal for secondary and undergraduate level courses in African-American studies and history.

Abdin Noboa-Rios

The Story of Latinos and Education in American History

New York, 2019

Critical Studies of Latinxs in the Americas. Vol. 21

pb. ISBN 978-1-4331-6735-5

CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95

eBook ISBN 978-1-4331-5926-8

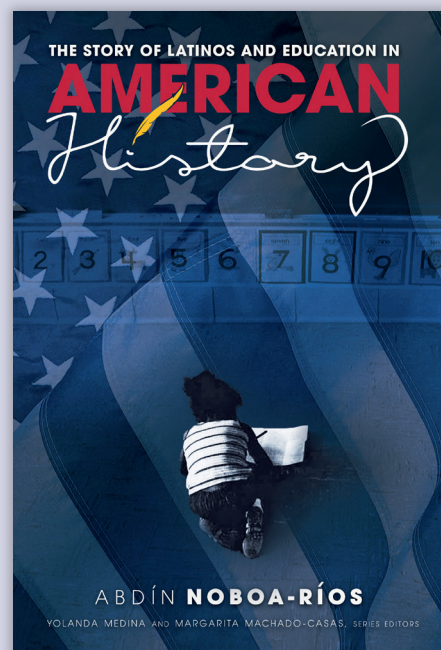
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hb. ISBN 978-1-4331-6736-2

CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Academic year 2014-15 marked the first year that public school enrollment (preK-12) became majority *nonwhite*, with the Hispanic/Latino as the largest minority. Significant population shifts have continued to occur, with Latinos now representing 1-in-4 (28%) public school students. Meanwhile, the public schools are in trouble, with international achievement reaching new lows and where progress for nearly two-thirds of all 4th and 8th graders stagnant and below proficiency levels, now decades old. According to the Nation's Report Card, students of color rank lowest, with Latinos and African Americans consistently at the bottom. To understand the history of Latinos in particular, Dr. Noboa-Ríos goes back to recreate the story. Here he relates the dark legacy before and after *Plessy*, but also upon examining post-*Brown* challenges that linger. Meanwhile, demography has shifted greatly and the future of the country is now greatly dependent on the academic success of Latino children. Different from the past, this population can no longer be ignored. This is dramatically different from former years, as it represents a new urgency for the nation, one that can no longer be ignored. As the story of education rapidly unfolds, America's challenge is now to ensure Latino students excel or the country is in peril. It is important to understand why and how this has occurred to ensure it is rectified for a better and more balanced future for the nation, not just the Latino population.

Ideal for undergraduate and graduate courses in Latino studies, History of Education, Issues in American Education, Instruction & curriculum, teacher development, Race and Education in American Schooling, Minority studies and special issues and/or leadership development.



Abdin Noboa-Rios

Critical Issues of Latinos and Education in 21st Century America

Where Are We?

New York, 2019

Critical Studies of Latinxs in the Americas. Vol. 24

pb. ISBN 978-1-4331-7478-0

CHF 72.- / €^D 62.95 / €^A 64.20 / € 58.30 / £ 47.- / US-\$ 69.95

eBook ISBN 978-1-4331-7479-7

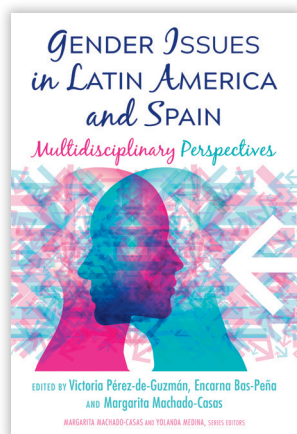
CHF 72.- / €^D 69.95 / €^A 70.- / € 58.30 / £ 47.- / US-\$ 69.95

hb. ISBN 978-1-4331-6331-9

CHF 154.- / €^D 133.95 / €^A 137.50 / € 125.- / £ 100.- / US-\$ 149.95

The year 2011 marked the first time in U.S. history where more *nonwhite* babies were born than *white* babies. Academic year 2014-15 marked the first year that K-12 public school enrollment became predominantly nonwhite. Among the five largest school districts, Latinos represent the predominant group. It's all about a stemming population shift, not immigration, as more Anglo-Americans are dying than those being replaced by births. Meanwhile, our public schools are in trouble, where «normalized failure» is the new norm and international achievement hits new lows. In this mix, Latinos are 1-in-3 newborns. As the future of America is now «inextricably linked» to the fate of these children our educational system must become more responsive or the nation is imperiled. In *Critical Issues of Latinos and Education in 21st Century America*, Dr. Noboa-Ríos interviewed 112 prominent educators nationwide, including some of the best Hispanic educators and thought leaders to search for answers to America's education challenges. What do they say? What do these leaders see? What can we learn? Their many suggestions and concerns are well highlighted. As leading scholars and practitioners, their views are more about basic renewal, not piecemeal reform. Such action requires fundamental shifts in both mindset and attitude. Appeasement misses the point, as it severely undermines the depth of the problem.

Ideal for graduate courses in History of education courses, Issues in American education, Race and education in American schooling and Latin American studies.



Victoria Pérez-de-Guzmán ·
Encarna Bas-Peña ·
Margarita Machado-Casas (eds.)

Gender Issues in Latin America and Spain

Multidisciplinary Perspectives

New York, 2019

Critical Studies of Latinxs in the Americas. Vol. 20

pb. ISBN 978-1-4331-6101-8
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6102-5
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6100-1
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

The Universal Declaration of Human Rights marked a fundamental milestone for the defense of equality between men and women. However, to this day, its development and implementation in everyday practices within diverse social, labor and educational environments remains to be seen. As education is the basis for the prevention of gender discrimination and violence, it is crucial that professionals in their respective fields are familiar with inclusiveness strategies in order to be able to integrate a gender perspective in their teaching. In this bilingual volume, which includes contributions in both English and Spanish, researchers from Europe and the Americas come together to analyze and reflect on gender issues from a multidisciplinary perspective: from improving gender education in schools and universities, to tackling the gender pay gap and gender-based violence, and understanding the role of gender in both contemporary migratory processes and criminality. Learning from theory and practice is fundamental for paving the way to greater equality all around the world, as it is not enough being *aware* of the importance of gender equality and our right to it; rather, it is our *actions* that make it possible to enact change in situations in which inequality continues to manifest itself.

Ideal for courses in anthropology, education, migration, gender studies, ethnic studies.

Jennifer Matos

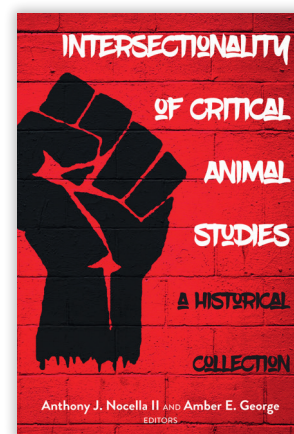
La Familia and Other Secret Ingredients to Latinx Student Success

New York, 2019

pb. ISBN 978-1-4331-6756-0
CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95
eBook ISBN 978-1-4331-6830-7
CHF 40.– / €^D 38.95 / €^A 39.– / € 32.50 / £ 26.– / US-\$ 38.95
hb. ISBN 978-1-4331-6270-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Almost like a well-kept family recipe, there exists in education secret ingredients into what makes Latinx students successful. This book demonstrates how Latinx parents, a well-kept secret ingredient, assists with the academic success of Latinx students at all educational levels. Understanding the power of the secret ingredient—and how to use it—can have a profound impact on success for Latinxs students and as a model for how to work with and support students from all marginalized groups. Suitable for educators at all levels, or for readers interested in learning about the topic, this book has something for everyone. This book can be used in general education and teacher preparation courses, ethnic studies courses, training for individuals in helping professions, or to just launch an exciting new dialogue.

Ideal for courses in Multicultural Education, The American Middle School and High School, Race and Racism in Schools and Society, Student Diversity and Classroom Teaching, and US Latina and Latino Families.



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

Intersectionality of Critical Animal Studies

A Historical Collection

New York, 2019. XXII, 318 pp.

Radical Animal Studies and Total Liberation. Vol. 5

pb. ISBN 978-1-4331-6310-4
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6312-8
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6311-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Intersectionality of Critical Animal Studies: A Historical Collection represents the very best that the internationally scholarly *Journal for Critical Animal Studies* (JCAS) has published in terms of articles that are written by public critical scholar-activists-organizers for public critical scholar-activists-organizers. This move toward publishing pieces about engaging social change, rather than high-theoretical detached analysis of nonhuman animals in society, is to regain focus for liberation at all costs. The essays in this collection focus on intersectionality scholarship within the realm of Critical Animal Studies, and discuss issues related to race, gender, disability, class, and queerness. Not only are these articles historically significant within the field of Critical Animal Studies, but they are integral to the overall social justice movement. *Intersectionality of Critical Animal Studies: A Historical Collection* should be read by anyone interested in the Critical Animal Studies field, as we consider them to be classic writings that should be respected as foundational texts. There are many interesting and innovative texts, but these are historical, not only because they were published in JCAS, but because they were among the first to publish on a particular intersectional issue.

Ideal for courses in critical animal studies, activism and social justice.

Anthony J. Nocella II · Daniel Hodge ·
Don Sawyer · Ahmad Washington (eds.)

Hip-Hop and Dismantling the School to Prison Pipeline

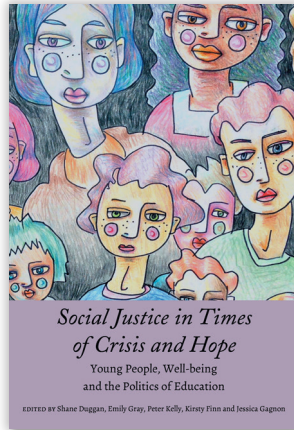
New York, 2019

Hip Hop Studies and Activism. Vol.1

pb. ISBN 978-1-4331-7440-7
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-7441-4
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-7439-1
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Hip-Hop and Dismantling the School-to-Prison Pipeline was created for K-12 students in hopes that they find tangible strategies for creating affirming communities where students, parents, advocates and other stakeholders collaborate to compose useful frameworks that effectively define the school-to-prison pipeline and identify the nefarious ways it adversely affects their lives. This book is for educators who we hope will join us in challenging the predominant preconceived notion held by many educators that Hip Hop has no redeemable value. Lastly, the authors/editors argue against the understanding of Hip Hop studies as primarily an academic endeavor situated solely in the academy. We understand the fact that people on streets, blocks, avenues, have been living and theorizing about Hip Hop since its inception. This book is an honest, thorough, and robust examination of the ingenious and inventive ways people who have an allegiance to Hip Hop work tirelessly, in various capacities, to dismantle the school-to-prison pipeline.

Ideal for undergraduate courses in Sociology of Education, Sociology of Hip-Hop Culture, Introduction to Criminology, Introduction to Sociology, Introduction to Pan-African Studies, Introduction to Ethnic Studies, Race and Class, Gender and Sexuality, Deviance and Social Control, Policing in America, Introduction to Hip Hop Studies, Social Development, Race and Ethnic Studies American Studies, and graduate courses in Racism in America, Youth and Crime, Juvenile Justice, or Social Work.



Shane Duggan · Emily Gray ·
Peter James Kelly · Kirsty Finn ·
Jessica Gagnon (eds.)

Social Justice in Times of Crisis and Hope

Young People, Well-being
and the Politics of Education

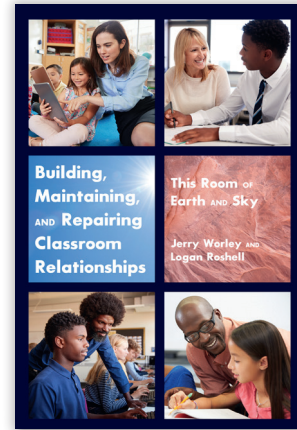
New York, 2019. VI, 250 pp., 2 b/w ill.

Global Studies in Education. Vol. 34

pb. ISBN 978-1-4331-6213-8
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6369-2
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6214-5
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

The first two decades of the 21st century have been characterised by conflict, displacement, growing economic insecurity and austerity. Increasing social polarisation has meant that contemporary societies are becoming more unequal with smaller segments of the population having access to the most wealth. Ongoing conflicts around the world and the ongoing refugee crisis in Europe has only intensified calls for justice, equity, compassion and understanding. We live in times of despair and conflict, but also times of hope and action. *Social Justice in Times of Crisis and Hope* examines the possibilities and consequences of the relationship between young people, well-being, education and social justice in times of crisis and hope. Drawing together contributions from around the globe, the chapters examine the role of young people in contemporary social movements, the kinds of demands that are being made by the world's young people and the spaces within which they are making such demands. Authors engage with notions of justice and well-being, what this means in the contemporary moment and for whom. They interrogate the politics of increasingly global education to think about the limits and possibilities, challenges and opportunities, for education to play a role in delivering on the promise of social justice.

Ideal for undergraduate and graduate courses in politics of education, social justice issues in education and youth studies.



Jerry Worley · Logan Roshell

Building, Maintaining, and Repairing Classroom Relationships

This Room of Earth and Sky

New York, 2019. X, 220 pp.

pb. ISBN 978-1-4331-6796-6
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-6790-4
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-6797-3
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Now more than ever, students need support. To meet their needs, educators should encourage their students to break from the mainstream by inspecting their experiences, and therefore expressing their own values. This endeavor will lead students to make choices that are best for themselves and others. It is important to support students in both relating and connecting to society, and to have hope and joy for meeting the day full on. Educators need to give their students the opportunity to reveal their life histories, experiences, perspectives, and expectations in ways that are themed with the educators' class curriculums. Doing so will naturally build inter-subjectivity. Increased inter-subjectivity leads to meaningful relationships and higher achievement. In turn, this will lead to stronger social relatedness and connectedness. The purpose of *Building, Maintaining, and Repairing Classroom Relationships* is simple: to quickly build classroom relationships in a metaphorical, colorful, and creative way. This can be accomplished by theming curriculum with phenomenology, experience, and values clarification (PEVC) strategies. This book is set up in a concrete, sequential, and linear fashion, and is designed to meet the needs of a variety of educators and leaders. It is arranged to be browsed for quick reference for teachers who are busy and need relationship building strategies, fast.

Ideal for courses in Teaching the Social Sciences, Social Studies Curriculum and Instruction, General Methods of Teaching, Social Foundations, and

Historical, Legal, and Philosophical Foundations of Education.

Michael Karpyn (ed.)

Teaching the Causes of the American Civil War, 1850-1861

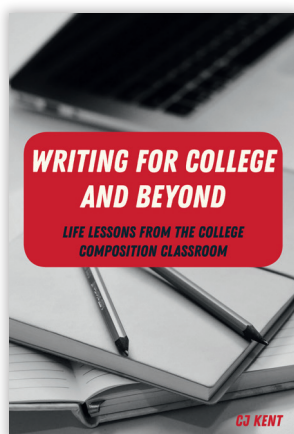
New York, 2019

Teaching Critical Themes in American History. Vol. 2

pb. ISBN 978-1-4331-7417-9
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 eBook ISBN 978-1-4331-5528-4
 CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
 hb. ISBN 978-1-4331-7431-5
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

The American Civil War lasted from 1861-1865, killing nearly 700,000 Americans costing the country untold millions of dollars. The events of this tragic war are so steeped in the collective memory of this country and so taken for granted that it is sometimes difficult to take a step back and consider why such a tragic war occurred. To consider the series of events that led to this war are difficult and painful for students and teachers in American history classrooms. Classroom teachers must possess the appropriate pedagogical and historical resources to provide their students with an appropriate and meaningful examination of this challenging time period. *Teaching the Causes of the American Civil War, 1850-1861* will attempt to provide these resources and teaching strategies to allow for the thoughtful inquiry, evaluation and assessment of this critical, complex and painful time period in American history.

Ideal for undergraduate and graduate level courses in Social Studies methods as well as for classroom and preprofessional teachers in Social Studies Education



CJ Kent

Writing for College and Beyond

Life Lessons from the College Composition Classroom

New York, 2019. XXII, 238 pp., 1 table

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

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

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

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

Amélie Lemieux

De/constructing Literacies

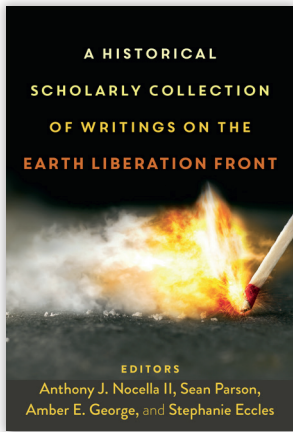
Considerations for Engagement

New York, 2019

pb. ISBN 978-1-4331-7283-0
 CHF 41.- / €^D 35.95 / €^A 36.70 / € 33.30 / £ 27.- / US-\$ 39.95
 eBook ISBN 978-1-4331-5609-0
 CHF 41.- / €^D 39.95 / €^A 40.- / € 33.30 / £ 27.- / US-\$ 39.95
 hb. ISBN 978-1-4331-7282-3
 CHF 116.- / €^D 100.95 / €^A 103.60 / € 94.20 / £ 76.- / US-\$ 112.95

De/constructing Literacies: Considerations for Engagement reviews and defines the concept of engagement in literacy studies from different epistemologies. Well-suited for literacy researchers and graduate students, it considers the foundations of arts-based research, cognitive psychology, ethnography, phenomenology, posthuman theories, with a final chapter on walking methodologies, to better understand how engagement can be framed and looked at in literacy studies.

Ideal for graduate courses on maker literacies and technology and education.



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

A Historical Scholarly Collection of Writings on the Earth Liberation Front

New York, 2019. XVIII, 344 pp.

Radical Animal Studies and Total Liberation. Vol. 4

eBook ISBN 978-1-4331-5994-7

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

hb. ISBN 978-1-4331-5992-3

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

As the inevitable, unsustainable nature of contemporary society becomes increasingly more obvious, it is important for scholars and activists to engage with the question, «what is to be done?» *A Historical Scholarly Collection of Writings on the Earth Liberation Front* provides an analysis and overview of an under-discussed but important part of the radical environmental movement, the Earth Liberation Front (ELF), which actively tried to stop ecocide. Through engagement with the activism and thought behind the ELF, volume contributors encourage readers to begin questioning the nature of contemporary capitalism, the state, and militarism. This book also explores the social movement and tactical impact of the ELF as well as governmental response to its activism, in order to strengthen analytic understanding of effectiveness, resistance, and community resilience. *A Historical Scholarly Collection of Writings on the Earth Liberation Front* is sure to inspire more scholarly work around social change, eco-terrorism, environmental studies, and environmental justice. This book is a valuable text for criminologists, sociologists, environmental advocates, politicians, political scientists, activists, community organizers, and religious leaders.

Ideal for courses in environmental studies and environmental justice.

Priya Lalvani

Constructing the (M)other

Narratives of Disability, Motherhood,
and the Politics of Normal

New York, 2019

Disability Studies in Education. Vol. 22

pb. ISBN 978-1-4331-6974-8

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

eBook ISBN 978-1-4331-6978-6

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

hb. ISBN 978-1-4331-6973-1

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

Constructing the (M)other is a collection of personal narratives about motherhood in the context of a society in which disability holds a stigmatized position. From multiple vantage points, these autoethnographies reveal how ableist beliefs about disability are institutionally upheld and reified. Collectively, they seek to call attention to a patriarchal surveillance of mothering, challenge the trope of the *good mother*, and dismantle the constructed hierarchy of acceptable children. The stories contained in this volume are counter-narratives of resistance - they are the devices through which mothers push back. Rejecting notions of the *otherness* of their children, in these essays, mothers negotiate their identities and claim access to the category of normative motherhood. Readers are likely to experience dissonance, have their assumptions about disability challenged, and find their parameters of normalcy transformed. Conceptually grounded in disability studies and narrative theory, this volume is an invitation to rethink common assumptions about families of children with disabilities. It aims to further a dialogue across academic disciplines and professional practices about the constructed nature of disability. This book is a much needed resource for all professionals who seek to participate in the creating of socially just communities and inclusive schools.

Ideal for graduate courses in Partnerships with Families of Children with Disabilities, Communication, Collaboration and Consultation in Inclusive contexts in addition to courses address working with families or reproductive technologies.

Christopher McMaster ·
Benjamin Whitburn (eds.)

Disability and the University

A Disabled Students' Manifesto

New York, 2019

pb. ISBN 978-1-4331-6780-5

CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95

eBook ISBN 978-1-4331-5518-5

CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95

hb. ISBN 978-1-4331-6779-9

CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Disability at the University: A Students' Manifesto is a clear guide to not only what students want (and need to know), but what universities should provide. Each chapter presents a benchmark for students to follow as they travel through the institution, and also lays clear what they should expect. Each chapter is also a clear statement of what every institution of higher education should provide. While every country has its own practice and laws based on its own experience, arbitrary national boundaries should no longer be a reason for practices that do not meet student need. This book speaks across borders, east, west, north and south. It leaves no doubt about what needs to be done to develop more inclusive teaching and learning spaces. This is not a book written *about* students with disabilities. It is written *by* those that have traversed the terrain and experienced higher education with a disability. It is in many ways a manifesto, a call for change, a call to action. It is a guide book, a blueprint, and a tool, for both students and universities. *Disability at the University* is divided into four parts, each examining crucial aspects of further education, including the culture of the academy, moving beyond the limits of compliance, access to and in the institution, and disability rights. This is student voice. It is time to listen.

Ideal for graduate courses in Disability Services in Higher Education.

Donald Birx · Annette M. Holba ·
Patricia Bahr (eds.)

Redesigning Higher Education

Systemic Integration and Cluster-Based Learning

New York, 2019

pb. ISBN 978-1-4331-5545-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5498-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
EPub. ISBN 978-1-4331-5499-7
hb. ISBN 978-1-4331-5544-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Redesigning Higher Education: Systemic Integration and Cluster-Based Learning tells the story of ongoing change and transformation at Plymouth State University during challenging demographic and financial times in higher education. With many institutions merging or closing across the nation, Plymouth State University's fifteenth president brought a vision for organizational transformation grounded in holistic integration with student-centered decision-making. The transformation began with reorganizing twenty-four academic departments and three colleges into seven Integrated Clusters of discipline-based communities. *Redesigning Higher Education* uses a storytelling narrative approach to provide a practical application of the radical changes meant to transform the higher education experience.

Ideal for graduate courses in HD7030 Higher Education Organization and Management, HD7020 Collaborative Leadership in Higher Education, HD7090 Teacher Transformation, HD7040 Emerging Trends, OH5200 Creating Socially Responsible Organizations and HD7090 Full Spectrum Leadership.

Jameson T. Brewer · Kathleen deMarras ·
Kelly McFaden (eds.)

Teach For All Counter-Narratives

International Perspectives
on a Global Reform Movement

New York, 2019

pb. ISBN 978-1-4331-7211-3
CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95
eBook ISBN 978-1-4331-5716-5
CHF 40.– / €^D 38.95 / €^A 39.– / € 32.50 / £ 26.– / US-\$ 38.95

Founded in 1989, Teach For America (TFA) has grown into a massive organization with a presence across the United States and expanded internationally to 46 countries. TFA's international expansion through Teach For All (TFAll) coincides with a broader exportation of neo-liberal education reform ideologies across the globe. As a follow up to *Teach For America Counter-Narratives: Alumni Speak Up and Speak Out* (Peter Lang, 2015), this text is the first to provide a glimpse into the first-hand experiences of those impacted by the colonizing nature of TFAll and the global education reform movement of privatization.

Ideal for undergraduate and graduate courses in Education Policy and Comparative and International Education courses.

Christine Clayton · James Kilbane, Jr.

Inquiry in Tandem

Student and Teacher Learning
in Secondary Schools

New York, 2019

pb. ISBN 978-1-4331-7046-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7047-8
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-7045-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Inquiry in Tandem explores how engaging in teacher and student inquiry simultaneously promotes professional development that impacts teacher practice and student learning in powerful ways. With a focus on secondary schools and all content areas we provide a model that pushes back on accountability measures that are debilitating to student learning and teacher autonomy. We encourage inquiry because it is good practice with teachers and students as active doers and thinkers who ask questions, seek information, and develop thoughtful responses. It is especially important now in order to both meet the intellectual rigor and student engagement expectations of current reforms and to move beyond those reforms. This book presents a model of professional development that fos-

ters deep learning by teachers and students within a context that, at times, discourages that.

Ideal for graduate programs in teacher education, school leadership, or action research, as well as professional development with secondary schools.

Thomas P. Crumpler · Lara J. Handsfield

The Complex Development of Preservice and Inservice Teacher Identities

New York, 2019

pb. ISBN 978-1-4331-7314-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5588-8
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-7313-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Previous scholars have investigated aspects of the complexity of teacher identity and demonstrated the need to look beyond skills and generalized «best practices» to consider social processes and power relationships. However, few books focus on teacher identities at both the micro and macro levels. In this timely book, the authors argue that teacher identity awareness is crucial for both preservice and in-service teachers who desire deeper knowledge about the role of identities in effective instruction. *The Complex Development of Preservice and Inservice Teacher Identities* breaks new theoretical ground in understanding teacher identities by bringing a process drama lens to bear on development at the macro and micro levels. Process drama uses dramatic structures such as teacher in role, students in role, tableau and others to activate imaginations and explore interpretive possibilities. Through this lens Crumpler and Handsfield show how teacher identities are performed, reproduced, and how they may shift at the micro level—in everyday discourse and classroom practices—across a span of two years. Two years of data are analyzed using micro-ethnographic discourse analysis to demonstrate how teachers tactically position themselves to navigate current political discourses of accountability and standardization in both pre-service and in-service contexts. Understanding how identities are constructed, evolve, and shift moment-by-moment is essential for programs striving to prepare successful teachers and for schools providing meaningful professional development for in-service teachers.

Ideal for graduate courses in Theories of literacy practice and research, Identity and education, Professional development in literacy and Discourse analysis in education.

Susan Bernheimer

Living Stories

Nontraditional College Students
in Early Childhood Education

New York, 2019

Childhood Studies. Vol. 9

pb. ISBN 978-1-4331-7194-9
CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95
eBook ISBN 978-1-4331-7197-0
CHF 40.– / €^D 38.95 / €^A 39.– / € 32.50 / £ 26.– / US-\$ 38.95
hb. ISBN 978-1-4331-7195-6
CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95

In *Living Stories*, Susan Bernheimer takes us into her journey with a group of nontraditional college students. Bernheimer's struggle to find a meaningful approach to teaching the students about early childhood development and care is infused with the insights and wisdom that come from listening to, and valuing, the remarkable stories of her students' lives. This book offers a powerful, new road map for early childhood teacher preparation through a relational pedagogy that honors students' life experience and that leads to deep reflection and learning. The approach is embedded in students' strengths and knowledge and is successfully inclusive of an increasingly diverse student demographic. Bernheimer provides an inclusive model of education that builds upon the strengths of all our students.

Ideal for undergraduate and graduate courses in sociological and political issues in early childhood education, Diversity courses in early childhood education, Human development inclusive of diverse populations, Mentor training courses in early childhood education, Administration courses in early childhood education and Practicum/student teaching courses in early childhood education.

Cameron McCarthy · Koeli Moitra Goel ·
Ergin Bulut · Warren Crichlow ·
Brenda Nyandiko Sanya ·
Bryce Henson (eds.)

Spaces of New Colonialism

Reading Schools, Museums and Cities
in the Tumult of Globalization

New York, 2019

**Intersections in Communications and Culture.
Global Approaches and Transdisciplinary
Perspectives. Vol. 36**

pb. ISBN 978-1-4331-5249-8
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-5250-4
CHF 65.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
hb. ISBN 978-1-4331-5248-1
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

Spaces of New Colonialism is an edited volume of 16 essays and interviews by prominent and emerging scholars who examine how the restructuring of capitalist globalization is articulated to key sites and institutions that now cut an ecumenical swath across human societies. The volume is the product of sustained, critical rumination on current mutations of space and material and cultural assemblages in key institutional flashpoints of contemporary societies undergoing transformations sparked by neoliberal globalization. The flashpoints foregrounded in this edited volume are concentrated in the nexus of schools, museums and the city. The book features an intense transnational conversation within an online collective of scholars who operate in a variety of disciplines and speak from a variety of locations that cut across the globe, north and south. *Spaces of New Colonialism* began as an effort to connect political dynamics that commenced with the Arab spring and uprisings and protests against white-on-black police violence in US cities to a broader reading of the career, trajectory and effects of neoliberal globalization. Contributors look at key flashpoints or targets of neoliberalism in present-day societies: the school, the museum and the city. Collectively, they maintain that the election of Donald Trump and the Brexit movement in England marked a political maturation, not a mere aberration, of some kind—evidence of some new composition of forces, new and intensifying forms of stratification, ultimately new colonialism—that now distinctively characterizes this period of neoliberal globalization.

Ideal for courses on Global Studies in Education, Globalization Theory, Cultural Studies, Postcolonial Theory, Urban Studies, Museum Studies, Urban and Regional Planning, Educational Policy Studies.

Heather L. Hundley · Roberta Chevrette ·
Hillary A. Jones

Dangerous Dames

Representing Female-Bodied
Empowerment in Postfeminist Media

New York, 2019

Cultural Media Studies. Vol. 1

pb. ISBN 978-1-4331-6302-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6303-6
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6301-2
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

As feminists and rhetorical critics, we illuminate the rhetorical work performed by contemporary representations of a specific type of postfeminist hero who has garnered a lot of cultural capital: women who are smart, capable, physically agile and fit, and proficient with weaponry and technology. Employing critical/cultural and feminist approaches, the book engages with theories ranging from intersectionality to critical race theory to postmodernism to posthumanism. Using rhetorical criticism and critical theory, we examine a range of contemporary texts, including *Kill Bill*, *Volumes I and II*; *The Hunger Games* films; *Wonder Woman*; *Atomic Blonde*; *Proud Mary*; *The Bionic Woman*; *Deus Ex*; *Dark Matter*; and *Caprica*. The book contributes to a robust existing conversation about postfeminist media, tracing how representation has changed in recent years and engaging with new bodies of theory. Ultimately, we contend that the dangerous dames offer limitations and opportunities for audiences. Specifically, should audiences read these characters as evidence of a postfeminist apocalypse, we heed warnings of the limited interpretations offered. Yet as more women serve as role models and gain public attention, particularly regarding their assets and abilities, they provide important equipment for living for navigating around patriarchal constraints raised by postfeminism, neoliberalism, and humanism. Scholars, critics, undergraduate and graduate students will enjoy reading this book and may incorporate it in their classes, use it to extend their understanding of popular culture, gendered identity, and representation, and to add to their research collection in feminist theory.

Ideal for upper level undergraduate & graduate level courses in feminist media studies, media representations of feminism, and gender and film and television.

Deborah Johnson · Wendy Oliver (eds.)

Women Making Art

Women in the Visual, Literary,
and Performing Arts Since 1960

Second Edition

New York, 2019

pb. ISBN 978-1-4331-5390-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5392-1
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

This important interdisciplinary book is a unique and timely contribution to the field of women in the arts. Each chapter is devoted to a single artist and a single ground-breaking work that altered the course of its art form in a full array of genres, including dance, music, installation, photography, architecture, poetry, literature, theater, film, performance art, and popular culture. These discussions are preceded by a comprehensive introduction to art by women over the past century that sets the artists who follow in a context that insightfully illuminates their struggles, their achievements, and their places in history at a critical moment in the contemporary world. In this second edition, the authors have made a significant update with six new chapters, new photos, and a revised introduction. The new chapters take as their subjects the contributions of Yoko Ono, Crystal Pite, Caroline Shaw, Beyoncé, Kara Walker, and Diane Paulus. Each of the new chapters represents an artist or a category of art that has grown in prominence or engaged a significant redefinition in the contemporary world that was not addressed in the original edition of the book. Updating this material re-establishes the book's priority and relevance, especially in its expansion of representation of artists of color and artists in popular culture, and reinforces its appeal not only as a popular read, but as a classroom textbook or resource at the university level.

Ideal for upper level undergraduate & graduate level courses in women in the arts.

Kathleen M. Ryan

Pin Up! The Subculture

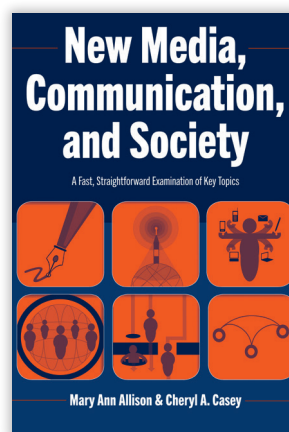
Negotiating Agency, Representation
& Sexuality with Vintage Style

New York, 2019

pb. ISBN 978-1-4331-5681-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5682-3
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5680-9
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Dangerous. Sexy. All-American—or rather All-World—Girl. *Pin Up! The Subculture* is the first ever book to explore the contemporary international subculture of pin up, women (and men) who embrace vintage style, but not vintage values. Award-winning filmmaker and author Kathleen M. Ryan spent more than 5 years in the subculture. It's a world of cat eye makeup, carefully constructed hairstyles, and retro-inspired fashions. But it's also a world that embraces the ideals of feminism. Beauty, according to the pin up, is found not in body type or skin color, but in the confidence and sexual agency of the individual. Pin ups see their subculture as a way to exert empowerment and control of their own sexual and social identities—something that is part of the pin up's historical legacy. The lavishly illustrated book includes interviews with more than 50 international pin ups, and helps readers to understand how they use social media and personal interactions to navigate thorny issues such as racism, sexism, homophobia, sizeism, and other difficult topics. Ryan demonstrates how even within subcultures, identity is far from homogeneous. Pin ups use the safety of their shared subcultural values to advocate for social and political change. A fascinating combination of cultural history, media studies, and oral history, *Pin Up! The Subculture* is the story about how a subculture is subverting and reviving an historic aesthetic for the twenty-first century.

Ideal for advanced undergraduate or graduate student courses in oral history, interactive documentary, feminist studies, cultural studies, and subcultural studies.



Mary Ann Allison · Cheryl A. Casey

New Media, Communication, and Society

A Fast, Straightforward Examination
of Key Topics

New York, 2019. XXIV, 218 pp., 41 b/w ill., 64 color ill.,
16 tables

pb. ISBN 978-1-4331-4529-2
CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95
eBook ISBN 978-1-4331-4530-8
CHF 58.– / €^D 52.95 / €^A 53.– / € 44.20 / £ 36.– / US-\$ 52.95

New Media, Communication, and Society is a fast, straightforward examination of key topics which will be useful and engaging for both students and professors. It connects students to wide-ranging resources and challenges them to develop their own opinions. Moreover, it encourages students to develop media literacy so they can speak up and make a difference in the world. Short chapters with lots of illustrations encourage reading and provide a springboard for conversation inside and outside of the classroom. Wide-ranging topics spark interest. Chapters include suggestions for additional exploration, a media literacy exercise, and a point that is just for fun. Every chapter includes thought leaders, ranging from leading researchers to business leaders to entrepreneurs, from Socrates to Doug Rushkoff and Lance Strate to Bill Gates.

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

Russell Chun · Susan J. Drucker (eds.)

Fake News

Real Issues in Modern Communication

New York, 2019

Mass Communication and Journalism. Vol. 26

pb. ISBN 978-1-4331-5956-5
 CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-5953-4
 CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
 hb. ISBN 978-1-4331-5952-7
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

In this dizzying post-truth, post-fact, fake news era, the onslaught and speed of potentially untrue, incorrect or fabricated information (some crafted and weaponized, some carelessly shared), can cause a loss of our intellectual bearings. If we fail to have a common truthful basis for discussions of opinion and policy, the integrity of our democracy is at risk. This up-to-date anthology is designed to provide a survey of technological, ethical, and legal issues raised by falsehoods, particularly social media misinformation. The volume explores visual and data dissemination, business practices, international perspectives and case studies. With misinformation and misleading information being propagated using a variety of media such as memes, data, charts, photos, tweets, posts, and articles, an understanding of the theory, mechanisms, and changing communication landscape is essential to move in the right direction with academic, industry, and government initiatives to inoculate ourselves from the dangers of fake news. The book takes an international and multidisciplinary approach with contributions from media studies, journalism, computer science, the law, and communication, making it distinct among books on fake news. This book is essential for graduate or undergraduate students in courses dealing with fake news and communication studies. Relevant courses include media studies, journalism, public relations, media ethics, media law, social media, First Amendment law, philosophy, and political science.

Ideal for undergraduate and graduate courses in media studies, journalism, public relations, media ethics, media literacy, and media law.

Mary M. Dalton · Laura R. Linder

Teacher TV

Seventy Years of Teachers on Television
 Second Edition

New York, 2019. X, 247 pp., num. ill.

Counterpoints. Studies in Criticality. Vol. 320

pb. ISBN 978-1-4331-7016-4
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-7018-8
 CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

Teacher TV: Seventy Years of Teachers on Television, 2nd Edition examines some of the most influential teacher characters presented on television from the earliest sitcoms to contemporary dramas and comedies. Both topical and chronological, the book follows a general course across decades and focuses on dominant themes and representations. Although each chapter presents an overview of the all the teachers on television for each decade, the focus will link some of the most popular shows of the era to larger cultural themes. «1950s Gender Wars: *Our Miss Brooks* and *Mr. Peepers*» looks at acceptable behavior for men teachers and women teachers on television and offers a context for making links to how gender is socially constructed in popular culture and in society. The racial tensions of the 1960s take a more implicit form on two series and are examined in «1960s Race and Social Relevancy: *The Bill Cosby Show* and *Room 222*.» In «1970s Ideology and Social Class: *Welcome Back Kotter* and *The Paper Chase*,» both lower and upper ends of the class spectrum are blunted in favor of storylines that are personal and predictable instead of overtly political. Two popular television sitcoms validate educational privileges for elite students in «1980s Normalizing Meritocracy: *The Facts of Life* and *Head of the Class*.» The 1980s reflect a return to conservatism, and two popular television sitcoms mark the transition by validating educational privileges for elite students. The 1990s mark a time of significant change for teachers on television. In «Gaining Ground From Margin to Center: *Hangin' With Mr. Cooper* and *My So Called Life*,» the two featured shows, illustrate the mundane and the provocative in teacher depictions on television. In «Embracing Multiculturalism: *Boston Public* and *The Wire*» we use these dramas as exemplars of the 2000s to examine themes such as race, gender, and sexuality, but view them through a new lens. Chapter Eight is new to this edition and looks at the downward spiral in the depiction of educators in popular culture during 2010s and pays specific attention to *Madam Secretary* and *Teachers*. The Afterword, which is also new, explores these television texts in the larger socio-political context and makes important links between television narratives and issues of identity, the culture of testing, poverty, and dropping out. We must reestablish the importance of public education and consider its essential role in creating an informed citizenry,

which is necessary for the future of democracy. Recent trends represent a dangerously skewed view of educators, and it is essential that we begin to «flip the script»—literally and figurative—to combat the cynicism of today's television narratives and stop the way those stories influence public perceptions of education in America.

Ideal for undergraduate and graduate courses in education, media and popular culture courses.

Brian Michael Goss

The Rise of Weaponized Flak in the New Media Era

Beyond the Propaganda Model

New York, 2019

Intersections in Communications and Culture. Global Approaches and Transdisciplinary Perspectives. Vol. 35

pb. ISBN 978-1-4331-4258-1
 CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
 eBook ISBN 978-1-4331-4260-4
 CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
 hb. ISBN 978-1-4331-4259-8
 CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The Rise of Weaponized Flak in the New Media Era presents the first book-length examination of flak as a form of political harassment, authored by a seasoned researcher on political discourse and mass media. Flak against news media was a component of the Edward Herman-Noam Chomsky seminal «Propaganda Model.» However, in the thirty years since the model was introduced, flak has become an increasingly significant and prevalent sociopolitical force in its own right, in large part for the proliferation of new media platforms. Flak is not simply good faith or tough criticism. Rather, flak discourses and actions go on attack for the purpose of delegitimizing, disabling and even criminalizing political foes, however tendentiously. The book presents cross-disciplinary appeal for students and scholars of mass media, new media, political science, and sociology—as well as for anyone concerned with today's sociopolitical environment. Given the book's seminal examination of the topic, the introductory chapters in Part I extensively map out flak's current forms and delineate similarities and distinctions from scandal and activism. Newly-minted terminology is introduced to flesh-out contemporary flak (for example, flak-in-discourse, boutique flak, phantom flak). The balance of the book is organized around case studies of flak mills (Part II) and flak issues (Part III). In particular, Part II drills down into the flak discourses and techniques of dedicated flak mills that characterize themselves as, respectively, journalistic and think tank organizations. Part III of the book features

case studies of flak around elections and universities in the United States.

Ideal for undergraduate and graduate courses in Communication, Media Studies, Speech Communication, and Political Science.

Gary Kenton

Transmission and Transgression

The History of Rock 'n' Roll on Television

New York, 2019

Visual Communication. Vol. 9

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

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

Ideal for courses on the history of rock 'n' roll, popular culture, and music, television and society.

W. James Potter

Major Theories of Media Effects

Analysis and Evaluation

New York, 2019

pb. ISBN 978-1-4331-6951-9
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6953-3
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6952-6
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

In *Major Theories of Media Effects*, six major theories of media effects are thoroughly analyzed and then evaluated to construct a picture of the current state of knowledge in the scholarly field of media effects. These six theories are cultivation, agenda setting, framing, uses and gratifications, social learning, and third person effect. Each of these six theories is examined in detail using fourteen analytical dimensions organized into four categories: how the theory was originally conceptualized, its original components, patterns of empirical testing of its claims, and how the theory has developed over time. The theories are then compared and contrasted along five evaluation dimensions (scope, precision, heuristic value, empirical validity, and openness), plus one summary evaluative dimension that compares their overall utility to generating knowledge about media effects. The insights generated through these analyses and evaluations are used to address questions such as: «What is a theory?»; «Who qualifies as a theoretician?»; and, «Within the scholarly field of media effects, why are there so many theories yet so little theory usage as foundations for empirical studies?» Concise and accessible analyses of major media effects theories—alongside helpful reference lists that handily index important literature in the field—make *Major Theories of Media Effects* both a vital reference for scholars and a valuable textbook for graduate and advanced undergraduate courses in media studies.

Ideal for upper division undergraduate and graduate Communication, Media Studies, Journalism, Film Studies, Sociology, Psychology courses in Theories of Mass Media, and Media Effects.



Linda J. Lumsden

Social Justice Journalism

A Cultural History of Social Movement Media from Abolition to #womensmarch

New York, 2019. XIV, 308 pp.

AEJMC - Peter Lang Scholarsourcing Series. Vol. 2

pb. ISBN 978-1-4331-6506-1
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6507-8
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6505-4
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

Social Justice Journalism: A Cultural History of Social Movement Media from Abolition to #womensmarch argues that to better understand the evolution, impact, and future of digital social justice media we need to understand their connections to a venerable print culture of dissent. This cultural history seeks to deepen and contextualize knowledge about digital activist journalism by training the lens of social movement theory back on the nearly forgotten role of eight twentieth-century American social justice journals in effecting significant social change. The book deliberately conflates «social movement media» with newer and broader conceptions of «social justice journalism» to highlight changing definitions of journalism in the digital era. It uses framing theory, social movement theory, and theories about the power of facts and emotion in storytelling to show how social movement media practice journalism to mobilize collective action for their cause. After tracing the evolution and functions of each social justice movement's print culture, each chapter concludes with a comparison to its online counterparts to illuminate links with digital media. The book concludes that digital activist journalism, while in some ways unique, also shares continuities and commonalities with its print predecessors.

Ideal for upper level undergraduate and graduate journalism and mass communication courses in history and alternative journalism, as well as upper

level undergraduate and graduate sociology courses in social movements.

Ted Gest · Dotty Brown (eds.)

Inside the Upheaval of Journalism

Reporters Look Back on 50 Years of Covering the News

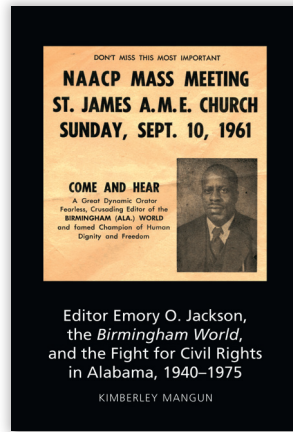
New York, 2019

Mass Communication and Journalism. Vol. 28

pb. ISBN 978-1-4331-6778-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6781-2
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6777-5
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

In the spring of 1969, 101 students received master's degrees from Columbia University's prestigious School of Journalism, where they had learned the trade as it was then practiced. Most hoped to start a career in newspapers, radio, television or magazines, the established forms of journalism of that era. Little did they realize how the news world they were entering would be upended by the internet and by the social forces that would sweep through the country over the next 50 years. This book tells the story of the news media revolution through the eyes of those in the Class of 1969 who lived it and helped make it happen. It is an insider's look at the reshaping of the Fourth Estate and the information Americans now get and don't get—crucial aspects of the vibrancy of democracy.

Ideal for undergraduate and graduate courses including History of Journalism, Journalism and Society, Transformation of Media, Economics of Media, Media and technology.



Kimberley Mangun

Editor Emory O. Jackson, the Birmingham World, and the Fight for Civil Rights in Alabama, 1940-1975

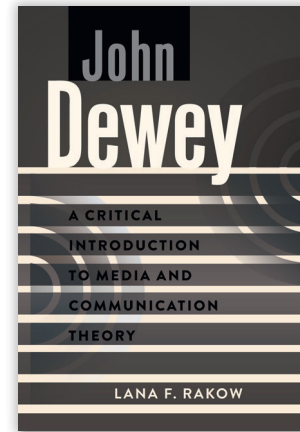
New York, 2019. XXVIII, 268 pp., 9 b/w ill., 1 color ill.

AEJMC - Peter Lang Scholarsourcing Series. Vol. 4

pb. ISBN 978-1-4331-4802-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-4805-7
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-4803-3
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

This cultural biography tells the story of *Birmingham World* editor Emory O. Jackson. During his 35-year career in Alabama, he waged numerous sustained civil-rights campaigns for the franchise, equal educational opportunities, and justice for the victims of police brutality and bombings. The semiweekly newspaper was central to his advocacy. Jackson wrote editorials and columns that documented injustices and urged legislative and legal action in an effort to secure civil rights for Black Alabamians. His body of work, grounded in protest and passion, was part of the long tradition of the Black Press as an instrument to agitate for social and political change. Jackson also was a frequent speaker at NAACP branches, colleges, and churches. He was known as a commanding, even fiery, speaker who stressed first-class citizenship. Issues explored in the book demonstrate an assertion of constitutional rights in post-World War II America and a remarkable resilience. *Editor Emory O. Jackson, the Birmingham World, and the Fight for Civil Rights in Alabama, 1940-1975* is the first scholarly analysis of his work and as such contributes to scholarship on the Civil Rights Movement in Alabama and the nation.

Ideal for upper level undergraduate and graduate courses in Journalism & Community, History of Journalism, Journalism, and Race, Gender & the Media.



Lana F. Rakow

John Dewey

A Critical Introduction to Media and Communication Theory

New York, 2019. XVIII, 214 pp.

A Critical Introduction to Media and Communication Theory. Vol. 11

pb. ISBN 978-1-4331-2630-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6732-4
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6731-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

John Dewey: A Critical Introduction to Media and Communication Theory reintroduces John Dewey to scholars in communication studies by presenting new material and interpretations from his works, lectures, and correspondence. Dewey has been credited as being one of the giants of American philosophy, a key figure in the development of pragmatism. Going beyond Dewey's reputation in received histories in communication, this book documents his role beginning at the University of Michigan in 1884 until his death in 1952 in establishing a view of communication as the means by which associated life and adaptation to the environment is possible. Communication enables the production of collective knowledge generated through experience and reproduced across time and space, subject to change and correction as those truths are applied and yield consequences. It is also subject to manipulation and misuse. So integral is communication to his philosophy that Dewey is best seen as having a philosophy with communication, not of it. By reviewing Dewey's history of work relevant to communication, technology, and culture, previous assumptions by communication scholars are challenged. A fresh history is presented of his relations to key figures and his significance to the development of speech, rhetoric, journalism, mass communication research, and public relations. Because of his concerns about power, participation, identity, and knowledge, his work remains relevant to contemporary

scholars. This book is appropriate for advanced undergraduate and graduate courses in theory, history, and philosophy of communication and is relevant to other disciplines with interests in pragmatism, feminist and race theory, technology, and cultural studies.

Ideal for advanced undergraduate and graduate communication courses in history, theory, philosophy, cultural studies, journalism, public relations, rhetoric.

Michael B. Goodman · Peter B. Hirsch

Corporate Communication

Transformation of Strategy and Practice

New York, 2019

pb.	ISBN 978-1-4331-6563-4
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-6565-8
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-6568-9
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Corporate Communication: Transformation of Strategy and Practice takes advantage of the responses of Chief Communication Officers to the CCI Corporate Communication Practices and Trends Studies from 1999 to 2019 to explore the impact of these developmental phases: The Internet and Corporate Websites; Social Media in and out of Corporate Communication; and Business Digitization. The aim of this exploration is to focus our understanding of the foundation on which the profession of corporate communication was established, and to provide the context to analyze corporate communication practices from the initial uses of the Internet by corporations to the contemporary fragmented media environment.

Ideal for undergraduate & graduate courses in corporate communication.

Greg G. Armfield · John McGuire · Adam Earnhardt (eds.)

ESPN and the Changing Sports Media Landscape

New York, 2019

Communication, Sport, and Society. Vol. 2

pb.	ISBN 978-1-4331-5169-9
CHF 65.– / € ^D 56.95 / € ^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95	
eBook	ISBN 978-1-4331-5172-9
CHF 65.– / € ^D 62.95 / € ^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95	
hb.	ISBN 978-1-4331-5170-5
CHF 144.– / € ^D 124.95 / € ^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95	

As ESPN faces its 40th birthday in 2019, *ESPN and the Changing Sports Media Landscape* considers the ways in which the network is once again reinventing itself. In their previous book, *The ESPN Effect* (2015), the editors made the observation that ESPN was a pervasive branded-content provider across multiple media platforms, delivering programs and information 24 hours a day, 365 days a year, to influence how sports fans think and feel about the people who play and control these games. *ESPN and the Changing Sports Media Landscape* asks whether that still holds true heading into the 2020s. The past decade has seen momentous changes in the sports media landscape, among them the massive proliferation of mobile platforms as a major source of sports content, the astronomical growth in the fantasy sport and esports industries, and the increasing entanglement of sports media in contentious sociopolitical debates. The contributors to this book analyze how ESPN has navigated this shifting playing field over the past 10 years. Furthermore, while the editors concede that it is beyond their abilities to make like «Jimmy the Greek» and prognosticate the future, contributors draw on their insights into the past to speculate what the next decade might bring for the longstanding titan of American sports media.

Ideal for upper level undergraduate and graduate courses in Communication and Sport, Sports Communication, Sports Media, and Sports Management.

Donald L. Shaw · Milad Minoie · Deb Aikat · Chris J. Vargo

Agendamelding

News, Social Media, Audiences, and Civic Community

New York, 2019. XX, 234 pp., 42 b/w ill., 15 tables

AEJMC - Peter Lang Scholarsourcing Series. Vol. 3

pb.	ISBN 978-1-4331-6501-6
CHF 42.– / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
eBook	ISBN 978-1-4331-6497-2
CHF 42.– / € ^D 40.95 / € ^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-6500-9
CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	



Agendamelding: News, Social Media, Audiences, and Civic Community builds on the premise that people construct civic community from the information that they seek—as well as the information that seeks them—to trace the processes by which we mix, or meld, agendas from various sources into a coherent picture of the civic community in which we live. Using the presidential elections of 2008, 2012, and 2016, this book tests a formula that allows us to predict how potential voters lean towards communities in which they feel comfortable—for example, Republican, Democratic, or Independent. These analyses take into account differences in the use of traditional news media vs. social media among media consumers, as well as varying levels of press freedom across national populations.

Ideal for upper level undergraduate courses in public opinion or theory in both journalism and political science courses.

Gregory A. Cranmer

Athletic Coaching

A Communication Perspective

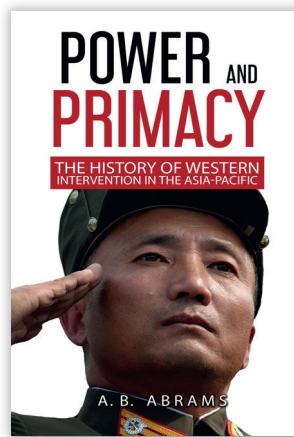
New York, 2019

Communication, Sport, and Society. Vol. 3

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Each year, millions of youth athletes participate in organized sport under the guidance of a coach, who is entrusted with overseeing their development and performance, as well as providing a safe environment. A communicative approach to coaching recognizes that the skills, lessons, values, and experiences that athletes take from their sports participation is determined by how coaches interact with athletes and structure their sporting environments. This book provides a foundation for a communicative perspective of coaching in an effort to better understand and promote coach effectiveness. As part of this effort, Dr. Cranmer conceptualizes coaching as a communicative endeavor, provides a framework from which to understand coaching effectiveness, and explicates four common perspectives (i.e., instructional, organizational, group, and interpersonal) utilized by communication scholars to examine coaching. Moreover, he forwards a scholarly agenda for building a holistic framework of coaching and increasing the applied value of coach communication scholarship via methodological and theoretical considerations. This book is of benefit to many audiences, including communication students and scholars who are developing their understanding of coaching literature, interdisciplinary scholars who seek a representation of a communicative perspective of coaching, and coaches who may use this text as a self-reflective tool for pedagogical refinement.

Ideal for courses in interpersonal communication, sports leadership, and coaching.



A.B. Abrams

Power and Primacy

A History of Western Intervention in the Asia-Pacific

Oxford, 2019. XII, 740 pp.

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CHF 32.50 / €^D 30.25 / €^A 31.10 / € 28.25 / £ 24.99 / US-\$ 32.95
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Today the Asia-Pacific region stands on the verge of major change, with centuries of western dominated regional order being seriously challenged and quite possibly nearing its end. The emergence of a potential new order dominated by regional rather than extra-regional powers - an «Asia for the Asiatics» in the words of Japan's pan-Asian scholars - means it is now more than ever essential to understand the history of the current western-dominated system, the full implications should it continue and the nature of the West's intentions towards the region. This book undertakes the task of elucidating the complex and little-known history of western intervention in the Asia-Pacific, providing information critical to understanding contemporary developments

Perfect for students of International Relations, Geopolitics (particularly relating to the Asia-Pacific region) and History.

For a sovereign Europe



Sophie Heine

Prefaces by Philippe Lamberts and Guy Verhofstadt

Sophie Heine

For a Sovereign Europe

Oxford, 2019. XXII, 106 pp.

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While anti-European forces are still raging, pro-Europeans seem impotent and deprived of a strong, clear and convincing alternative. This book is an attempt to fill that void: reacting to the anti-European wave, it also outlines a strong criticism both of the current EU and of its advocates. Far from the Europeanist defence of the status quo, it proposes an original and radical project of European sovereignty. Its message is both critical and propositional. This book is therefore original in its method, approach and content. It distinguishes itself from most of the literature on the subject by going beyond the narrow cleavage opposing mainstream anti- and pro-Europeans. In this general polemic, anti-European arguments usually promote a return to sovereignty at the national level, while pro-Europeans justify the existing EU configuration and its so-called «sharing» or «division» of sovereignty. Despite being clearly in favour of a deeper European integration in some fields, Sophie Heine refuses to throw away the classical concept of sovereign power. Relying on a rich literature and deploying a theoretical and strategic argument, she proposes to rehabilitate this notion at a supra-national level while avoiding the common traps of national sovereignty. This allows her to propose a redefinition of European federalism connected to her broader liberal approach.

Ideal for students of international relations, politics, and EU Studies.



Simon Bacon (ed.)

Horror

A Companion

English: Oxford, 2019. X, 278 pp., 57 fig. col.

Genre Fiction and Film Companions. Vol. 3

pb. ISBN 978-1-78707-919-9
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What is Horror? Horror is an inherently sensational and popular phenomenon. Extreme violence, terrifying monsters and jarring music shock, scare and excite us out of our everyday lives. The horror genre gives shape to the particular anxieties of society but also reveals the fundamental nature of what it is to be human. This volume provides an introduction to horror in compact and accessible essays, from classics such as Stanley Kubrick's *The Shining* to contemporary throwbacks like the Duffer Brothers' *Stranger Things*. Beginning with the philosophical and historical background of horror, this book touches upon seminal figures such as Poe, Lovecraft, Quiroga, Jackson, King and Suzuki and engages with the evolution of the genre across old and new media from literature, art and comics to film, gaming and social media. Alongside this is a consideration of established and emerging areas like smart horror (Jordan Peele's *Get Out*), queer horror (Brad Falchuk's *American Horror Story*), eco-horror (Alex Garland's *Anihilation*), horror video games (*P.T.*) and African American horror (Tananarive Due's *Ghost Summer: Stories*). This volume provides an invaluable resource for experts, students and general readers alike for further understanding the horror genre and the ways it is developing into the future.

Ideal for courses film & literature courses in Horror Studies



Jack Fennell (ed.)

Sci-Fi

A Companion

Oxford, 2019. VIII, 240 pp., 53 fig. col.

Genre Fiction and Film Companions. Vol. 4

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What is Sci-Fi? Science fiction is a non-realist genre that foregrounds a sense of material plausibility, insisting that despite seeming outlandish, it is consonant with history and the laws of nature. By turns subtle and bombastic, sci-fi revels in discovery and revelation, whether through human ingenuity or world-altering paradigm shifts. The same impulse informs both the idealism of *Star Trek* and the existential terror of *Frankenstein*. Each chapter of this book examines a specific trope or theme through a different critical lens – including eco-criticism, feminism and historicism – while also providing a historical overview of the genre, from its disputed origins to the pulp era, the New Wave, and the exponential growth of Afrofuturism and Indigenous Futurisms. Revered masters such as Isaac Asimov, Octavia Butler and Iain M. Banks are considered alongside newer talents, including Rebecca Roanhorse, N. K. Jemisin and Kameron Hurley. Other chapters provide overviews of different media, from television (*Doctor Who*, *Westworld*) to comics/manga (*2000AD*, *Métal Hurlant*, *Attack on Titan*), video games (*Deus Ex: Human Revolution*) and theatre (Alistair McDowall's *X*). *Sci-Fi: A Companion* not only provides an accessible introduction to sci-fi for general readers and researchers alike, but also illuminates new approaches to a familiar genre.

Ideal for courses film & literature courses in Science Fiction.

Pedro Carlos Louzada Fonseca

Introdução à misoginia medieval de Tertuliano a Chaucer

Estudo e leitura de textos fundamentais

New York, 2019

pb. ISBN 978-1-4331-7051-5
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eBook ISBN 978-1-4331-7052-2
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-7050-8
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

Este livro tem como tema principal o exame crítico-analítico de textos que representam o que de mais significativo existe na tradição literária misógina Ocidental. Já desde a sua introdução, e na extensão de cinco magistrais capítulos, estuda o que há de mais exponencial para a questão da difamação da mulher no mundo Antigo e no período medieval. Num percuciente esforço seletivo de fontes, prima por colocar em evidência Aristóteles, Ovídio e Juvenal, autores do mundo Antigo que influenciaram a Patrística representada por escritos de São Jerônimo e Santo Agostinho, antecidos por Tertuliano, Santo Ambrósio e São João Crisóstomo. Passando por Graciano, chega-se a Abelardo e Heloísa, ao lado de outros autores visitados de forma mais sintética, como Godofredo de Estrasburgo, o anónimo Ancrene Riwe e Guido delle Colonne. Marbodo de Rennes, Walter Map e André Capelão, da tradição misógina satírica no latim medieval, e adaptações vernáculas na Idade Média tardia, com os nomes de Jean de Meun, Giovanni Boccaccio, Jehan Le Fèvre e Geoffrey Chaucer comparecem no livro. Certamente elaborado de forma não só de interesse académico, mas também didático e de apelo popular, o livro muito contribuirá para os estudos das questões de Género, da Idade Média, da Religião, da Ética, entre outros. E, para além da instrução e informação que poderá proporcionar, a sua proposta principal é de valor indubitavelmente ético, de combate aos preconceitos, à misoginia que tão duramente maltrata e perversos, ainda nos dias atuais, atingem as pessoas e a nossa sociedade.

Ideal for Portuguese language undergraduate and graduate courses needs in Literature, History and Philosophy.

CONGRATULATIONS TO OUR RECENT AWARD WINNER!

2019 LAMBDA Literary Award in LGBTQ Studies

William T. Houston

Toxic Silence

Race, Black Gender Identity, and Addressing the Violence against Black Transgender Women in Houston

New York, 2018. XXIV, 192 pp., 11 tables

pb. ISBN 978-1-4331-5514-7

CHF 47.- / €^D 40.95 / €^A 41.20 / € 37.50 / £ 30.- / US-\$ 44.95

eBook (SUL) ISBN 978-1-4331-5515-4

CHF 47.- / €^D 44.95 / €^A 45.- / € 37.50 / £ 30.- / US-\$ 44.95

hb. ISBN 978-1-4331-5599-4

CHF 123.- / €^D 107.95 / €^A 110.- / € 100.- / £ 80.- / US-\$ 119.95

Winner of the 2019 LAMBDA Literary Award in LGBTQ Studies! *Toxic Silence: Race, Black Gender Identity, and Addressing the Violence against Black Transgender Women in Houston* contributes to a growing body of transgender scholarship. This book examines the patriarchal and heteronormative frames within the black community and larger American society that advances the toxic masculinity which violently castigates and threatens the collective embodiment of black transgender women in the USA. Such scholarship is needed to shed more light on the transphobic violence and murders against this understudied group. Little is known about the societal and cultural issues and concerns affecting black transgender women and how their gender identity is met with systemic, institutional, and interpersonal roadblocks. During a time period in American history defined by *Time Magazine* as «The Transgender Tipping Point,» black transgender women have emerged as social, cultural, and political subjects to advance our understanding of the lives of people who identify as a part of both the black and LGBTQIA communities. In the end, this book calls on the black community and culture to end the toxic silence and act instead as allies who are more accepting and inclusive of differing sexualities and gender identities in an effort to improve the generative power of black solidarity.

Higher Education and Civic Democratic Engagement: Exploring Impact

Edited by Barry Kanpol and Danielle Lake

This series attempts to fill the gap in the broad literature on Community Engagement by generating manuscripts that elicit new studies on the *impact* of civic, democratic engagement. Historically, Higher Education has not been an inclusive and equitable member of its various communities; much of its work has not only failed to alleviate social ills, it has contributed to those problems. Moreover, higher education has not been transparent or democratic about how it defines and values impact across the communities it affects.

The editors seek to gather inclusive, transdisciplinary research on the impact of next generation civic, democratic engagement from a diverse range of stakeholder voices. Among others, we hope these voices will include international and indigenous perspectives, members from a diverse array of communities, researchers from across disciplines, teacher-scholars, practitioners and activists, undergraduate and graduate students, politicians, businesses, and different forms of administration. We welcome questions and strategies that address the following:

- What is the impact of higher education's move towards democratic engagement?
- Who are/should be the decision makers around knowledge construction and application? To what end is knowledge even formed and to what use is it put?
- What are the barriers to assessing and increasing impact? How might the role and nature of impact be reimagined both within and outside higher education walls?

The editors invite book proposals that examine various dimensions of *impact*, including what counts as impact, how impact is documented and by who, the examination of historical, cultural, and structural barriers to civic, democratic impact, the nature and role of failure and success within impact studies, as well as the exploration of innovative models, practices, and strategies for shifting how impact is framed, pursued and assessed.

The editors recognize that colonial epistemologies and frameworks operate to foreclose opportunities to understand and value impact. Therefore, we welcome and encourage a wide-range of formats including, but not limited to, narrative studies, ethnographies, mixed method studies, case studies, socio-cultural and/or historical analyses, theoretical treatises from multiple theoretical lens as well as reports and toolkits that support efforts to examine the impact of civic democratic engagement.

To submit your proposal contact:

Barry Kanpol, Grand Valley State University: Kanpolb@gvsu.edu

Danielle Lake, Elon University: dlake@elon.edu

Hip-Hop Education: Innovation, Inspiration, Elevation

Edited by Chris Emdin & Edmund Adjapong

Hip-Hop Education is a sociopolitical movement that utilizes both online and offline platforms to advance the utility of Hip-Hop as a theoretical framework and practical approach to teaching and learning. The movement is aimed at disrupting the oppressive structures of schools and schooling for marginalized youth through a re-framing of hip-hop in the public sphere, and the advancement of the educative dimensions of the Hip-Hop culture. Hip-Hop Education's academic roots include, but are not limited to the fields of education, sociology, anthropology and cultural studies and it draws its most distinct connections to the field of hip-hop studies; which is in many ways, is the stem from which this branch of study has grown and established itself. Authors and academics who brought hip-hop into fields like African American studies, philosophy, and the general public writ large, provided in depth studies of a wide range of topics that range from feminism to race and racism. *Hip-Hop Education: Innovation, Inspiration, Elevation* will be the first of its kind in educational praxis. The series will be composed of books by artists, scholars, teachers, and community participants. We look to publish global authors who are experts in the fields of Hip-Hop, Education, Black Studies, Black Popular Culture, Community Studies, Activism, Music, and Curriculum.

Hip-Hop Education is explicit about its focus on the science and art of teaching and learning. We argue that Hip-Hop embodies the awareness, creativity and innovation that are at the core of any true education. Furthermore, our work bring visibility to the powerful yet silenced narratives of achievement and academic ability among the Hip-Hop generation; reflecting the brilliance, resilience, ingenuity and intellectual ability of those who are embedded in hip-hop culture but also not necessarily academics in the conventional sense. We engage and celebrate students, teachers, community members, artists, and activists.

To submit your proposal contact:

Chris Emdin, Teachers College, emdin@tc.columbia.edu
and Edmund Adjapong, Seton Hall University, edmund.adjapong@shu.edu

New Open Access Journal

Philosophy and Theory in Higher Education

Journal Editor: John E. Petrovic, University of Alabama

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

View our journal information page [here](#)

Issues:

[Philosophy of Theory in Higher Education, Issue 1/April 2019](#)

Special Issue on the Anthropocene in the Study of Higher Education

Ryan Evely Gildersleeve and Katie Kleinhesselink, University of Denver, Guest Editors

Philosophy of Theory in Higher Education, Issue 2/July 2019

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China

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France, Belgium and Luxembourg

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Hungary, Slovenia, Croatia and Bulgaria

Scientific Knowledge Services
Mrs. Ángyán Katalin
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Inter View Information Resources
Menahem Dolinsky
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Fax. +972-(0)537-978349
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Italy

Cenfor International Srl
Mrs. Anna Merloe
Viale G. Palazzi 3/1/A
16145 Genova
Tel. +39 010 313 567
Fax +39 010 420 6942
Mobile +39 393 910 4923
amerlo@cenfor.it

Middle East

Avicenna Research
Mr. Nazim Mohammedi
Dubai
United Arab Emirates
Tel. +971 50 1138640
Tel. +44 7944 464122
info@avicenna-research.com

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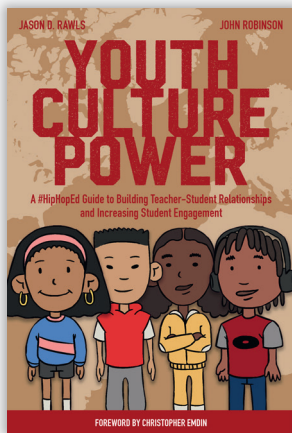
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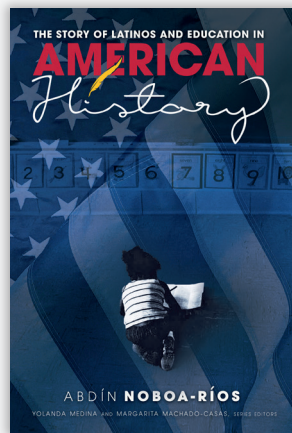
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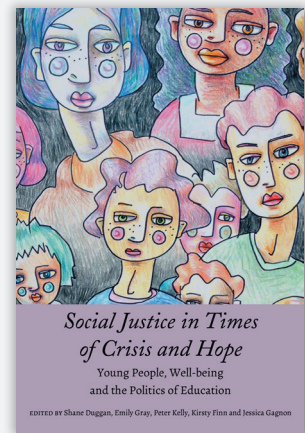
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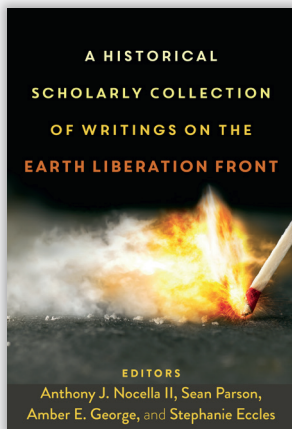
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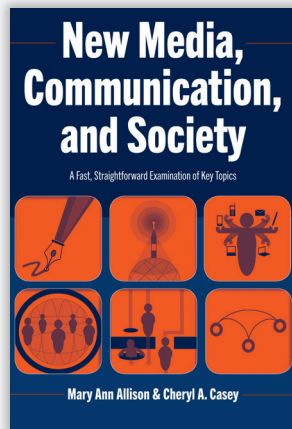
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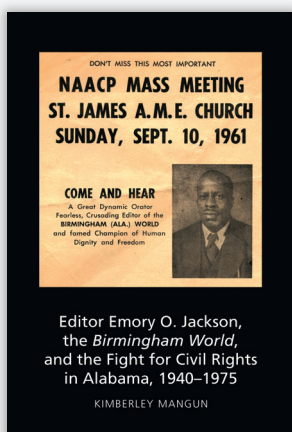
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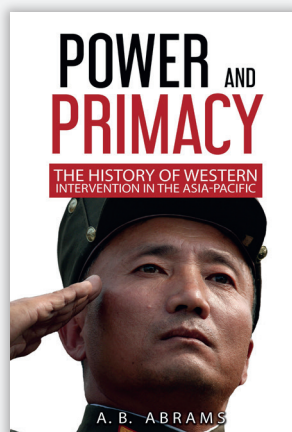
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