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2020 FALL



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Fall 2020

Dear colleagues and customers,

As we embark on a new academic year, we would be remiss to not acknowledge the world-wide pandemic and the changes in teaching and learning. Whether you are returning to the classroom via remote learning, in person or a hybrid program, we want to applaud and thank our teachers for facing the many challenges this year has brought for all with great aplomb.

We would like to share with you the highlights from our expanding and well-regarded textbook list available in digital and print formats. We are extremely honored to announce that *Critical Language Pedagogy: Interrogating Language; Dialects; and Power in Teacher Education* by Amanda J. Godley and Jeffrey Reaser and was named Winner of the 2020 NCTE Meade award.

In Education, our list continues to touch on the some of the most prominent topics of our time with projects such as *White Evolution: The Constant Struggle for Racial Consciousness* by Christopher S. Collins and Alexander Jun – the third volume of the whiteness studies trilogy, which includes *White Out* and *White Jesus*. Also of great note is the forthcoming *Engendering #BlackGirlJoy* by Monique Lane, and *High School Latinx Counternarratives* by Juan Rios Vega. From Shirley R. Steinberg and Edmund Adjapong we have the second edition of Joe L. Kincheloe's prolific best-selling volume, *The Stigma of Genius: Einstein, Consciousness and Critical Education*.

We are also pleased to announce four available Open Access issues of our journal, *Philosophy and Theory in Higher Education*, edited by John E. Petrovic.

Our Media and Communication program is quite strong with many timely new releases including *Media Stereotypes: From Ageism to Xenophobia*, by Andrew Billings and Scott Parrott. An important addition, especially in an election year, is *Beyond Communication: Challenging Disinformation, Deception, and Manipulation* by Jim Macnamara.



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, Vital-Source, Wook, Zola Academic and more!

Examination copies are available for all our classroom books in print and digital—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.

Thank you for viewing our catalogue; we sincerely value your patronage.

Best wishes for a safe and healthy academic year,

Sincerely,

Patricia Mulrane Clayton

Global Sales & Marketing Director
Executive Editor & Publisher, Education

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Edmund Adjapong · Ian Levy

Hip-HopEd: The Compilation on Hip-Hop Education

Volume 2: Hip-Hop as Praxis & Social Justice

New York, 2020

Hip-Hop Education. Vol. 2

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

eBook ISBN 978-1-4331-7492-6

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

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, Teacher Education and Social Justice.

Ian Levy · Edmund Adjapong (eds.)

Hip-HopEd: The Compilation on Hip-Hop Education

Volume 3: Hip-Hop as Education & Knowledge of Self

New York, 2020

Hip-Hop Education. Vol. 3

pb. ISBN 978-1-4331-8161-0

eBook ISBN 978-1-4331-8341-6

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

This volume of The Compilation of Hip-Hop Education series highlights the use of *Hip-hop as Resistance and Social Emotional Learning* across educational spaces. The chapters in this text are informed by hip-hop theory, practices, and the authors' lived experiences in order to offer approaches individuals as in the development of social and emotional resources to navigate the world at large. The authors explore how educators and scholars alike can leverage the hip-hop to both disrupt education and asocial norms, and support students in social and emotional learning. These two distinct sections offer a robust pathway to both advocate for hip hop culture to exist authentically within schools, and then to use hip-hop culture do address a bevy of social and emotional outcomes.

Ideal for undergraduate and graduate level courses in Hip Hop Education, Urban Education, Teacher Education and Social Justice.

Hip-Hop Education: Innovation, Inspiration, Elevation

Edited By Edmund Adjapong and Chris Emdin

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 reframing 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. The series will 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. This series argues that Hip-hop embodies the awareness, creativity and innovation that are at the core of any true education. Furthermore, its work brings 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.

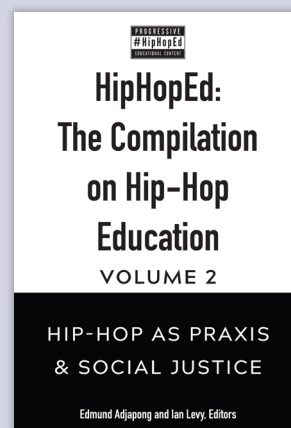
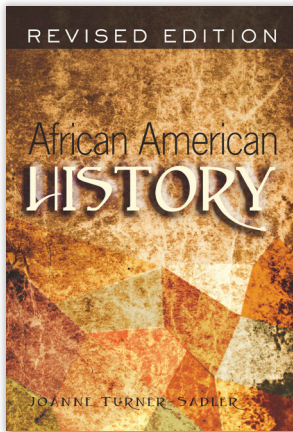


Photo by Jana Sabeth
on Unsplash



Joanne Turner-Sadler

African-American History

An Introduction, Third Edition

New York, 2020

Black Studies and Critical Thinking. Vol. 114

pb. ISBN 978-1-4331-7477-3
CHF 41.- / €^D 35.95 / €^A 36.70- / € 33.30 / £ 27.- / US-\$ 39.95
eBook ISBN 978-1-4331-5478-2
CHF 41.- / €^D 39.95 / €^A 40.- / € 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 high school through college and beyond. Equally the book provides a digestible overview for anyone interested in African American history and the constructs of the culture. In *African American History: An Introduction, Third Edition* 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 in this updated edition

African Kingdoms

The roots of African education: Education vs Schooling

African Americans in the New World

The roots of slavery, separate but equal and the struggle for freedom

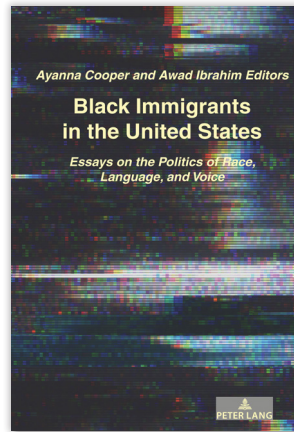
Emancipation and the Quest for equality

Civil Rights and the First Black President

African American Culture and Institutions

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, summaries, and activities for further study. Additionally, this book contains a handy bibliography of suggested readings.

Ideal for secondary and undergraduate level courses in African-American Studies and History.



Ayanna Cooper · Awad Ibrahim (eds.)

Black Immigrants in the United States

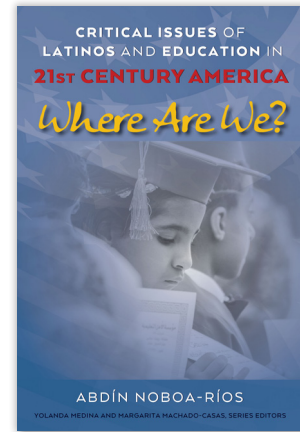
Essays on the Politics of Race, Language, and Voice

New York, 2020

pb. ISBN 978-1-4331-7397-4
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-7393-6
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hb. ISBN 978-1-4331-7396-7
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

In the United States, immigrant is a complicated category. It is used interchangeably with refugee and it is, most of the time, linked to South America, especially Latina/os. *Black Immigrants in the United States* is arguing that *immigrants are not refugees* and, whether coming from the Caribbean, Latin America or Africa, Black immigrants are oft-silenced in immigration studies and unsystematically researched. Being one of the first books on the topic in the United States, **Black Immigrants in the United States** is a crack, a verse in the syntax which links Blackness and immigration; a required reading for anyone who is interested in immigration generally and Black immigration in particular. For example, did you know that 12-13% of the statistically defined as African Americans are Black immigrants (both immigrants and refugees) (Ogunipe, 2011)? Out of this 12-13%, did you know the first and second-generation constitute 41% of Black first-year students in Ivy League? **Black Immigrants in the United States** is an attempt to answer these questions and paint a picture for this population, where they come from, what languages and histories they bring with them to the United States, and discusses their challenges as well as their triumphs. With this book, as children of migration ourselves, we are turning researching and writing about Black immigrants into acts of love and reading about them into an expression of *jouis-sance*.

Ideal for undergraduate and graduate level courses in Race, Migration and Immigration Studies.



Abdin Noboa-Rios

Critical Issues of Latinos and Education in 21st Century America

Where Are We?

New York, 2020

Critical Studies of Latinxs in the Americas. Vol. 24

pb. ISBN 978-1-4331-7478-0
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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**, Abdin Noba-Rios interviewed 112 prominent educators nationwide, including some of the best Hispanic educators and thought leaders to search for answers to America 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 upper level undergraduate and graduate level courses in Instruction & Curriculum, Teacher Development, Bilingual Education, Leadership Development, History of Education, Issues in American Schooling, Race and Education, Affirmative Action, Latin American Studies and Curriculum Development.

Monique Lane

Engendering #BlackGirlJoy

How to Cultivate Empowered Identities and Educational Persistence in Struggling Schools

New York, 2020

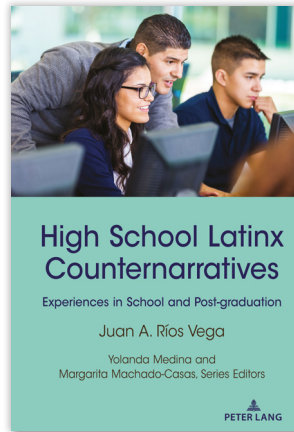
Urban Girls. Vol. 1

pb. ISBN 978-1-4331-5878-0
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 eBook ISBN 978-1-4331-5880-3
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 hb. ISBN 978-1-4331-5879-7
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Despite recent efforts toward urban school reform, there has been a general failure to examine the complex socio-cultural contexts in which Black female students are situated and the ways in which their subordination is perpetuated in schools. While vestiges of a culturally responsive pedagogical movement are apparent in some schools, endeavors to engage urban African-American female youth often translate into curricula that reinforces controlling, stereotypical images of Black femininity and therefore remains disengaging for these students. As an African-American female high school teacher working at my alma mater, I recognized how the simultaneity of oppressions that young Black women results in disassociation with school. As a result, I sought to create a *safe space* for these learners to develop their social and intellectual agency beyond the traditional classroom walls. I founded an organization at King High School (a pseudonym) entitled Black Girls United (BGU). The program was grounded in Black feminist theory, and borrowed from the major tenets of Black feminist pedagogy. For two academic years, African-American female students were empowered through the use of critical feminist literature, popular cultural texts, and student-facilitated analytical discourse.

Through an analysis of two years of field notes, classroom video footage, student artifacts, in-depth interviews with former participants, and my Black feminist curriculum, **Engendering #BlackGirlJoy** examines how the pedagogical structure of Black Girls United fostered within participants the skill set to circumvent prescribed notions of African-American femininity, and engendered within students an authentic craving for intellectual rigor.

Ideal for undergraduate and graduate level courses in Race, Class & Educational Inequality; Diversity & Social Justice; Critical Pedagogy; Teaching Leadership



Juan A. Ríos Vega

High School Latinx Counternarratives

Experiences in School and Post-graduation

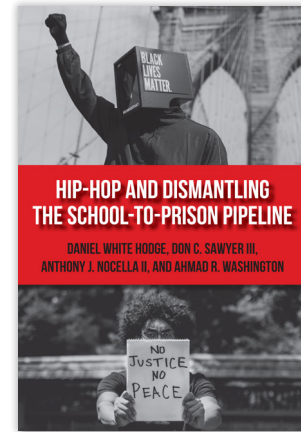
New York, 2020

Critical Studies of Latinxs in the Americas. Vol. 27

pb. ISBN 978-1-4331-8130-6
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 eBook ISBN 978-1-4331-8131-3
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 hb. ISBN 978-1-4331-8129-0
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

This book represents an ethnographic study of the experiences and counternarratives of twelve Latinx young adults. All of the participants in this study are first generation immigrants to the United States, representing different cultural and socioeconomic backgrounds and immigration statuses. Drawing from Latino Critical Theory (LatCrit) and Queers of Color Epistemologies as a theoretical framework, this book analyzes the personal experiences of Latinx during and after finishing high school. This book uses a classroom project (dialogue journals) to reconnect with twelve former English language learners (ELLs) from the Southeast after ten years. Through the use of dialogue journals as an English as a second language (ESL) strategy to support writing, the participants in this book document personal and communal experiences as Latinx immigrants in the United States. This book will represent an excellent asset for teachers, school administrators, counselors, staff, preservice teachers, practicing educators, graduate students, scholars, and policymakers.

Ideal for undergraduate and graduate level courses in Latinx studies in the U.S., Multicultural Studies, Race and Education Studies, Social Justice in Education, Race and Gender Studies, Queer Studies, Diversity in Education, Immigration Studies, and Social Foundations in Education.



Daniel White Hodge · Don C. Sawyer III · Anthony J. Nocella II · Ahmad R. Washington (eds.)

Hip-Hop and Dismantling the School-to-Prison Pipeline

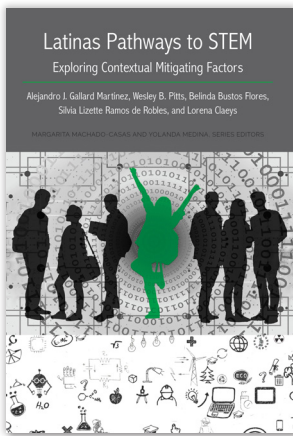
New York, 2020

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
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 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. They 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 courses in Sociology of Education, sociology of Hip-Hop culture, Ethnic studies, Race and Education, Introduction to Criminology, Policing in America.



Alejandro J. Gallard Martínez · Wesley B. Pitts · Belinda Bustos Flores · Silvia Lizette Ramos de Robles · Lorena Claeys

Latinas Pathways to STEM

Exploring Contextual Mitigating Factors

New York, 2020

Critical Studies of Latinxs in the Americas. Vol. 26

pb. ISBN 978-1-4331-7555-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7554-1
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hb. ISBN 978-1-4331-7553-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The purpose of **Latinas Pathways to STEM: Exploring Contextual Mitigating Factors** is to present transnational case studies of Latinas and Mexicanas pursuing a STEM degree/career from the states of Georgia, New York, Texas, as well as México. In this book, the authors underscore that the experiences of the participants highlighted in this book provide insights into how to support successful Latinas/Mexicanas in STEM career pipelines and pathways. In doing so, the authors address the need for a set of approaches to STEM education policy that acknowledges that institutionalized pipelines often create replication by funding intervention programs that attempt to sterilize context by identifying variables and ignoring the associated contextual mitigating factors (CMFs). Researchers and funders of STEM intervention efforts can learn from the analysis of these case studies that successful Latinas/Mexicanas developed tactical understanding, which reinforced their identity and resisted how they were positioned by negative CMFs, reaffirming their aspirations and successes in STEM. Education graduate students, research methodologists, policy makers, and practitioners will find CMF analysis as an additional useful methodological conceptual tool to interrogate how sociocultural factors position designated underrepresented people in STEM pipelines and pathways. Education policies that advocate for the existence and maintenance of pipelines that increase underrepresented Latinas/Mexicanas

in STEM are important but are often crafted with blind spots that leave out how context mitigates policy especially at the individual level.

Ideal for undergraduate and graduate level courses in Policy Courses, Education Research Courses, Science Education Courses for Mid Level Graduate Students, K-12 School Districts and Administrators.

Joni Schwartz · Rebecca Schwartz

Learning to Disclose

A Journey of Transracial Adoption

New York, 2020

pb. ISBN 978-1-4331-8392-8
CHF 42.– / €^D 34.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-8389-8
CHF 42.– / €^D 34.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-8395-9
CHF 118.– / €^D 95.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Joni and Rebecca Schwartz in their collaborative autoethnography, **Learning to Disclose: A Journey of Transracial Adoption**, are doing soul work. This adult white mother and black daughter reflect and dialogue around the places and histories that shaped their relationship. Through three voices: the voice of critical history, the daughter and the mother, the co-authors excavate the past to see if and how it lives in their present. In an intriguing mix of critical history of places like Port-au-Prince and Gulu, Uganda as well as lesser-known narratives of W.E.B. Dubois, Jean-Bertrand Aristide, and Shirley Chisholm, the co-authors tell their own personal and moving stories of becoming mother and daughter engaging such topics as racial identity, disclosure, racial appropriation, colonialism, and the complex history of transracial adoption.

For anyone interested in racial identity in the complex world of blended families and adult mother and daughter relationships, this is a must read. This book is ideal for all humanities courses across disciplines from sociology, education, qualitative research, and social work to race and communication studies. In this era of strained and confusing racial dialogue, this book is refreshing in its honesty, moving it its personal narratives, and instructive in its engagement in how the historical lives in the social imagination of our present lives and relationships.

Ideal for undergraduate and graduate level courses in Sociology of Families Race and Communication Social Work-Family Dynamics, Psychology-Identity Development and Religion and the Family.

Élodie Dupey García · Elena Mazzetto

Mesoamerican Rituals and the Solar Cycle

New Perspectives on the Veintena Festivals

New York, 2020

Indigenous Cultures of Latin America. Vol. 1

pb. ISBN 978-1-4331-7544-2
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-7541-1
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-7540-4
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

This book explores a seminal topic concerning the Mesoamerican past: the religious festivals that took place during the eighteen periods of twenty days, or *veintenas*, into which the solar year was divided. Pre-Columbian societies celebrated these festivals through complex rituals, involving the priests and gods themselves, embodied in diverse beings and artifacts. Specific sectors of society also participated in the festivals, while city inhabitants usually attended public ceremonies. As a consequence, this ritual cycle played a significant role in Mesoamerican religious life; at the same time, it informs us about social relations in pre-Columbian societies. Both religious and social aspects of the solar cycle festivals are tackled in the twelve contributions in this book, which aims to address the entire *veintena* sequence and as much of the territory and history of Mesoamerica as possible. Specifically, the book revisits long-standing discussions of the solar cycle festivals, but also explores these religious practices in original ways, in particular through investigating understudied rituals and offering new interpretations of rites that have previously been extensively analyzed. Other chapters consider the entire *veintena* sequence through the prism of specific topics, providing multiple though often complementary analyses. As a consequence, this book will attract the attention of scholars and graduate students with interests in Mesoamerica and early Latin America, as well as ethnohistory, cultural history, history of religions, art history, archaeology and anthropology.

Ideal for advanced undergraduate and graduate level courses in Mesoamerican Civilizations, History and Culture of Mesoamerica, Mesoamerican Prehispanic and Colonial Literature, Mesoamerican Codices, and Latin American Art.

Vernon L. Andrews

Policing Black Athletes

Racial Disconnect in Sports

New York, 2020

Global Intersectionality of Education, Sports, Race, and Gender. Vol. 2

pb. ISBN 978-1-4331-6787-4
CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95
eBook ISBN 978-1-4331-8107-8
CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95

Why isn't sport played the way it used to be played, when football was for men who loved America, who saluted the flag, and who respected our men in blue and our troops by standing and not kneeling for our National Anthem? This sentiment permeates American football today, and represents the feelings of many fans who can appreciate their Black heroes, but find the issue of Blackness via the two extremes of celebratory expression and protest, regressive. This should be about sport, not politics, many feel. I concur. I wish the sporting arena didn't have to be the last battlefield for Civil Rights. But here we are. This book explores how conflicts over diversity, culture, inclusion, exclusion, protest and control have been played out over the twentieth century in various sports and institutions, and what lessons we can learn from our overlapping though at times, separate cultural histories of Black and White. This book is about how we learn to act when out in public...and when playing sport. Infused in this discussion is the ever-present policing of Black bodies in sport and society, and the disconnect we have as citizens living in the same country perpetually divided by race.

Ideal for undergraduate and graduate level courses on Race, Ethnicity, Culture and Sport.

Desousa, D. · Bahiyyah Muhammad (eds.)

The Role of Student Affairs Professionals in Black and Brown Males' Academic Success

New York, 2020

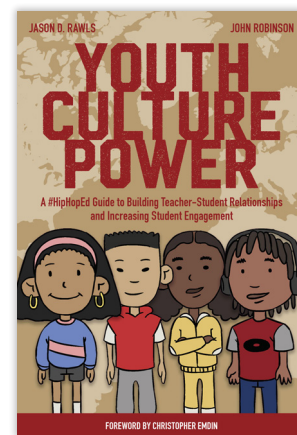
Equity in Higher Education Theory, Policy, and Praxis. Vol. 14

pb. ISBN 978-1-4331-6515-3
CHF 42.– / €^D 36.60 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6516-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6463-7
CHF 93.– / €^D 80.25 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

More than 100 books have been written about African American college students, with dozens of recommendations. Yet, these students remain as the poorest performing campus population, nationally. There fall-to-fall retention, year-to-year persistence, and six-year graduation rates lag behind nearly all of their peers. **The Role of Student Affairs Professionals in Black and Brown Males' Academic Success** offers a fresh set of lens from student services professionals on how best to improve their success in college. The book treats complex and thorny topics that will be difficult to contemplate. Some of these topics include the impact of negative traumatic policing they experience and bring to campus; the impact of White privilege on their sense of purpose in college; shortcomings in the delivery of students services at Historically Black Colleges and Universities that help facilitate their premature withdrawal from college; and the on-going prevalence of campus racism and its influence on African American collegiate males.

The book also presents targeted practices for the success of African American males, including a college choice model, a new mentoring paradigm, and an affirmative mentoring model. Finally, the book does not blame the victim as it discusses academic behaviors and habits upon which African American males must improve. The unique aspects of the book are its lived experiences at the beginning of each chapter-real life vignettes of African American males based on the topic of the chapter. This is followed by difficult questions the higher education community must answer. The book concludes with a fresh set of recommendations from the student services professionals' view point.

Ideal for Student Services and University Administrators and Faculty as well as College-Bound African-American Students.



Jason Rawls · John Robinson

Youth Culture Power

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

New York, 2020

Hip-Hop Education. Vol. 1

pb. ISBN 978-1-4331-7125-3
CHF 29.– / €^D 24.50 / €^A 25.60 / € 23.30 / £ 19.– / US-\$ 27.95
eBook ISBN 978-1-4331-7127-7
CHF 29.– / €^D 24.50 / €^A 25.60 / € 23.30 / £ 19.– / US-\$ 27.95
hb. ISBN 978-1-4331-7126-0
CHF 93.– / €^D 78.80 / €^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 Pre-Service Teacher Education Courses.

Alexander Jun · Christopher S. Collins

White Evolution

The Constant Struggle for Racial Consciousness

New York, 2020

pb. ISBN 978-1-4331-7608-1

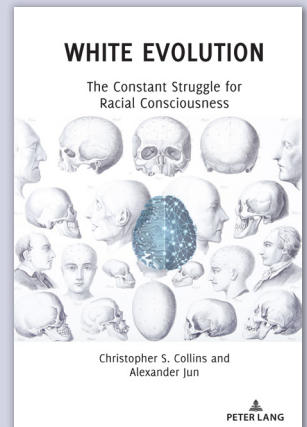
CHF 35.– / € 28.30 / £ 23.– / US-\$ 33.95

eBook ISBN 978-1-4331-7609-8

CHF 35.– / € 28.30 / £ 23.– / US-\$ 33.95

The book, *White Evolution*, recounts the historical movement toward supremacy and casts the possibility of a White evolution toward racial justice through collective critical consciousness. The constant struggle for racial consciousness has no arrival point. White consciousness will never be woke because there is no past tense and no plateau. When privilege and supremacy are akin to a constantly evolving and insidious virus (Whitefluenza), and the antidote is to outpace White evolution for supremacy with a White evolution for racial justice. This is not an individual task, but rather a systemic redesign and reconstruction of social systems and requiring the cultivation of a collective critical consciousness. *White Evolution* covers a great deal of historical detail and contemporary examples to explain and explore new possibilities for recognizing the importance of interdependence of humanity.

Ideal for undergraduate and graduate level courses on Diversity and Culture and Higher Education and Diversity.



Alexander Jun · Tabatha L. Jones Jolivet · Allison N. Ash · Christopher S. Collins

White Jesus

The Architecture of Racism in Religion and Education

New York, 2020

pb. ISBN 978-1-4331-5769-1

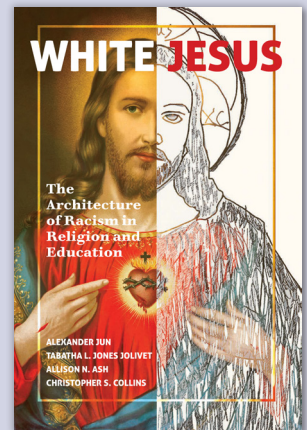
CHF 44.10 / €^D 37.71 / €^A 39.50 / € 35.91 / £ 29.40 / US-\$ 43.–

eBook ISBN 978-1-4331-5770-7

CHF 44.10 / €^D 37.71 / €^A 39.50 / € 35.91 / £ 29.40 / US-\$ 43.–

In *White Jesus: The Architecture of Racism in Religion and Education*, White Jesus is conceived as a socially constructed apparatus—a mythology that animates the architecture of salvation—that operates stealthily as a veneer for patriarchal White supremacist, capitalist, and imperialist sociopolitical, cultural, and economic agendas. White Jesus was constructed by combining empire, colorism, racism, education, and religion; the by-product is a distortion that reproduces violence in epistemic and physical ways. The authors distinguish White Jesus from Jesus of the Gospels, the one whose life, death, and resurrection demands sacrificial love as a response—a love ethic.

Ideal for undergraduate and graduate level courses in Sociology of Religion and Diversity in Education.



Christopher S. Collins · Alexander Jun

White Out

Understanding White Privilege and Dominance in the Modern Age

New York, 2020

pb. ISBN 978-1-4331-3541-5

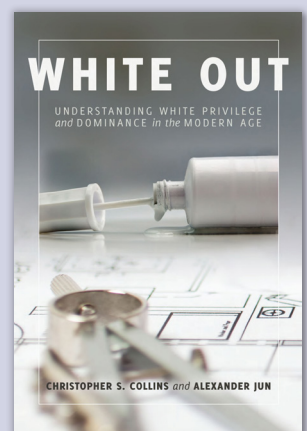
CHF 35.60 / €^D 28.67 / €^A 30.03 / € 27.30 / £ 22.05 / US-\$ 32.50

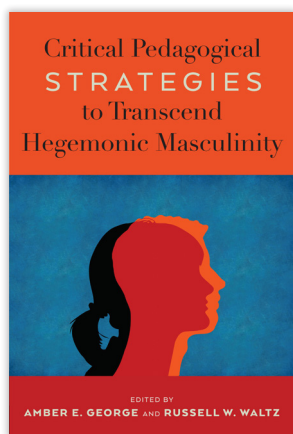
eBook ISBN 978-1-4331-4027-3

CHF 35.60 / €^D 28.67 / €^A 30.03 / € 27.30 / £ 22.05 / US-\$ 32.50

White Out: Understanding White Privilege and Dominance in the Modern Age is about the role of Whiteness and a defense of White dominance in an increasingly diverse society. Whiteness is socially constructed, just as race is undoubtedly a social construct, documented through various periods in history. This book proposes that White Out is a learned habit that serves to defend White dominance in a multicultural age. White Out is a strategy that covers systems, dispositions, and actions that cannot cover the full indentation or impact. However, the action of blotting, either intentional or unintentional, serves to obscure experiences of people of color in lieu of a competing definition of reality. The authors introduce the White Architecture of the Mind as a metaphor highlighting the mind as a collection of walls, doors, windows, and pathways that influence individuals to react based on a systemic logic that was socially constructed reason.

Ideal for undergraduate and graduate level courses in Social Studies Methods as well as for Classroom and Preprofessional Teachers in Social Studies Education.





Amber E. George · Russell Waltz (eds.)

Critical Pedagogical Strategies to Transcend Hegemonic Masculinity

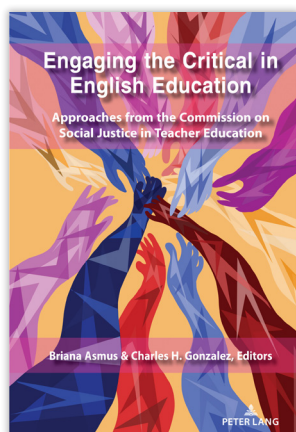
New York, 2020

Radical Animal Studies and Total Liberation. Vol. 7

pb. ISBN 978-1-4331-8337-9
CHF 42.- / €^D 34.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-8338-6
CHF 42.- / €^D 34.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95

This book presents educational strategies for combating the harmful effects of hegemonic masculinity in the college classroom. The critical pedagogy presented in this book challenge some of the heteronormative tendencies present in the fields of media studies, literature studies, linguistic studies, and critical thinking.

Ideal for undergraduate and graduate level courses in Feminist and Masculinity Studies, Race Studies and Politics and Educational Policy Studies.



Briana Asmus · Charles H. Gonzalez (eds.)

Engaging the Critical in English Education

Approaches from the Commission on Social Justice in Teacher Education

New York, 2020

Social Justice Across Contexts in Education. Vol. 12

pb. ISBN 978-1-4331-6366-1
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-6093-6
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-6367-8
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

The chapters in this collection explore the implementation of social justice pedagogies with preservice teachers by members of the Commission on Social Justice in Teacher Education; a group of teacher educators from across the country whose primary goal is to prepare teachers to use socially just models to reach all groups of students and to create a more equitable educational system. In this collection, each member/author presents a critical model of social justice teaching by considering the ways in which gender, race, class, and other intersections function in the classroom. Individually, authors enact critical models by interrogating inequitable systems of oppression in their own professional and pedagogical environments. Collectively, the chapters ask what thoughtful, participatory social justice pedagogy looks like in multidimensional pedagogical spaces. At all levels, this collection explores the rewards and challenges of social justice pedagogy within and outside of preservice teacher preparation programs influenced by a constantly shifting political landscape. Ultimately, this collection seeks to discover *how ideas of social justice are conceptualized and understood by English educators and K-12 teachers.*

As a possible approach to this question, the chapters in this collection support ELATE-SJ's paradigm for advocacy. This paradigm includes three areas of enaction: research, scholarship, and action. Within these areas, members of the commission (authors) seek to better understand how preservice ELA teachers see themselves and others, to develop flexible teaching models grounded in social justice pedagogy (SJP), and to delineate opportunities for transformation, growth, and change in and through our profession.

Ideal for English Teacher Educators who Strive to prepare pre- and in-service teachers to have a Social Justice Stance/Disposition and to talk about Social Justice Issues in the Classrooms where they will/are teachers.

Mairi McDermott

Mapping the Terrains of Student Voice Pedagogies

An Autoethnography

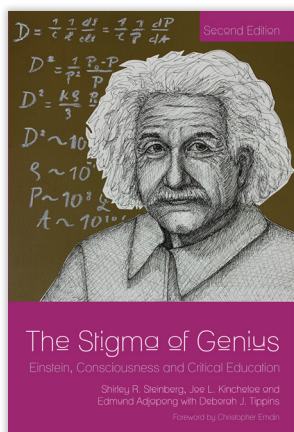
New York, 2020

Critical Qualitative Research. Vol. 28

pb. ISBN 978-1-4331-7889-4
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-6978-6
CHF 42.- / €^D 36.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-6973-1
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Mapping the Terrains of Student Voice Pedagogies is an autoethnography of McDermott's experiences with student voice reforms. Ultimately, the author is concerned with better understanding the possibilities for student voice as a transformative teaching and learning practice within the context of neoliberal education. The discussion is anchored in two past student voice projects in which McDermott was involved, one as a researcher and one as a facilitator. As method, the author revisits these experiences through memory and various artifacts to unpack embodied voices of difference. More specifically, McDermott is concerned with how teachers take up student voice in their pedagogies, how teachers come to understand themselves and their students in terms of student voice, and how social differences contour student voice pedagogies. The author queries: How do experiences with student voice inform teacher <-> student relationships? And, how are student voice practices shaped, organized, and inscribed through social difference? Grounding this inquiry is post-structural feminist anti-racism as an interwoven discursive orientation and politics for troubling and transforming schooling and education. Analyses address how McDermott's presence as an individual and as a member of socio-historical groups in the student voice initiatives affected the projects' dynamics. The findings amplify the necessity of time and space for educators to critically reflect on their practices when implementing reforms, time and space that were provided by engaging autoethnography. The book contributes important strategic processes towards realizing the necessary goals of critical reflexive practices in teaching and learning, addressing the question of 'how' one might do critical reflection through autoethnography.

Ideal for undergraduate and graduate level courses in Teacher Education and Policy.



Joe L. Kincheloe · Shirley R. Steinberg ·
Edmund Adjapong

The Stigma of Genius

Einstein, Consciousness and Critical
Education, Second Edition

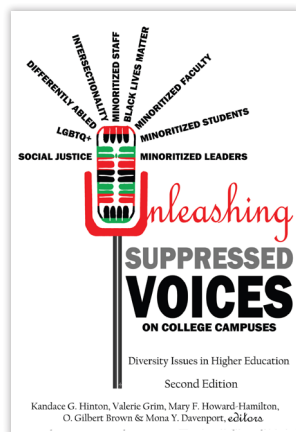
New York, 2020

Counterpoints. Vol. 111

pb. ISBN 978-1-4331-8073-6
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95

In *The Stigma of Genius: Einstein, Consciousness and Critical Education*, we muse over ways in which to be, to become, to recognize uniqueness and different paths to genius. Understanding that there is no prescribed procedure, but only multiple actions, means, measures in which to recognize or teach to genius, we look at Einstein's life and knowledges to connect our pedagogies and students. Today's schools often exemplify an inability to stimulate and encourage students to find passion, goals, and reasons to be educated. Our public school students are often not succeeding, many are failing and are discouraged. Teachers are exhausted, overworked, lacking respect and administrative support in districts controlled by local and national politics. Using Einstein as an example, but also a metaphor for educators, *The Stigma of Genius* is straight talk about the needs for schools/teachers/administrators/students to become critically and contextually aware. We argue for an education which is conscious of students' needs, and the nuances within each school and each classroom. Discussing cognition, classes, urban education, and diversity, we have attempted to circle back to Einstein and understand ways to support and encourage today's geniuses.

Ideal for undergraduate and graduate level courses in Science Education, Critical Pedagogy and School Policy.



Brown O. Gilbert · Kandace G. Hinton ·
Mary Howard-Hamilton

Unleashing Suppressed Voices on College Campuses

Diversity Issues in Higher Education,
Second Edition

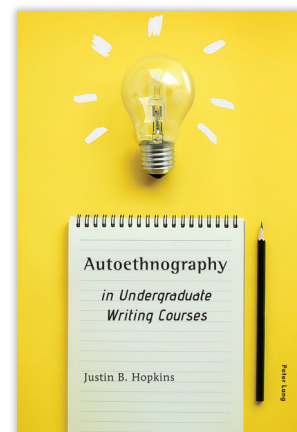
New York, 2020

Higher Ed. Vol. 19

pb. ISBN 978-0-8204-8133-3
CHF 39.95 / €^D 34.95 / €^A 35.95 / € 32.95 / £ 25.95 / US-\$ 42.95

To be unleashed is to be unbridled, set free, not controlled, or loosed. This second edition of *Unleashing Suppressed Voices on College Campuses* is all of these descriptors and more. The contributors of this volume released the often captive voices of students, faculty, and staff on college campuses who are mostly marginalized and silenced. The cases that are shared in the book are from actual experiences that many have faced in recent years. As such, the use of cases in teaching and training relative to diversity, equity, inclusion, and belonging are important and useful tools. This book is a must use for courses in student affairs prep, higher education leadership, human resource development in higher education, and counseling programs. The cases provide rich context, detailed storytelling, theoretical frameworks, and thought provoking questions to encourage dialogue within the classroom or training sessions. Finally, each case provides a reading list to build upon the literature base that connect to the issues related to diversity, equity, inclusion, and belonging.

Ideal for graduate level courses in student affairs (Multicultural, Critical Race, Diverse College Student, Student Development Theory, Diversity Courses), Doctoral Level Programs in Higher Education Leadership (Critical Race Theory, the Diverse College Student, Diversity, Student Development Theory classes) and graduate level counseling programs (Developmental Theory, Interpersonal Communication, Group Dynamics Courses).



Justin B. Hopkins

Autoethnography in Undergraduate Writing Courses

New York, 2020

pb. ISBN 978-1-4331-8143-6
CHF 44.- / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.- / US-\$ 42.95
eBook ISBN 978-1-4331-8144-3
CHF 44.- / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.- / US-\$ 42.95

Autoethnography in Undergraduate Writing Courses blends narrative and analysis in an engaging and applicable account of how the genre of autoethnography can be a valuable addition or alternative to traditional research assignments.

Many writing teachers struggle to motivate and equip students to conduct meaningful and effective research. Practicing autoethnography the scholarly combination of personal reflection, artistic representation, and social/cultural research provides an opportunity for students to research and write about something that genuinely interests them: their own experiences.

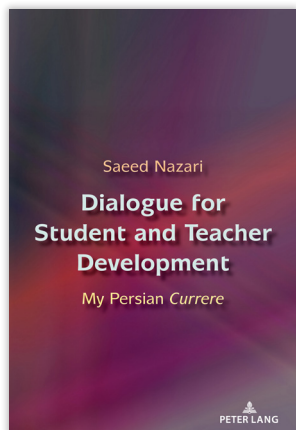
A genre of personal writing, autoethnography is comparable to pedagogy pioneered by expressivists like Donald Murray, Peter Elbow, and Wendy Bishop, among others. However, combining personal writing with research as autoethnography does is more rare. Some compositionists have already used autoethnography in their own research and teaching, but this book demonstrates why more compositionists should consider adopting autoethnography into their pedagogy.

The author shares his own experience teaching autoethnography at the undergraduate level, modeling its potential and demonstrating its impact. Written in a lively, conversational voice, the book presents substantial qualitative research, including samples of student writing, supplemented by student interviews and surveys.

These data indicate that practicing autoethnography can have unusually, if not uniquely, positive effects on students lives. Specifically, the author identifies and illustrates eight outcomes of practicing autoethnography: increased reflexivity, improved research and

writing skills, greater awareness of ethical issues, critical empowerment, therapeutic catharsis, enjoyment, and the development of a sense of community.

Ideal for graduate level courses in Writing and Research.



Saeed Nazari

Dialogue for Student and Teacher Development

My Persian *Currere*

New York, 2020

Complicated Conversation. Vol. 56

pb. ISBN 978-1-4331-8250-1
CHF 44.- / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.- / US-\$ 42.95
eBook ISBN 978-1-4331-8285-3
CHF 44.- / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.- / US-\$ 42.95

In banking education where the focus of curriculum is producing legitimate knowledge to maintain the sociocultural arrangements, the subjectivity of students and teachers is simply taken for granted. Once credentialized, students can find the source of unease within as public education centered on conformity and competition has overlooked their individuality. To contribute to their self-understanding and self-love, self-education starts from reconstructing student and teacher educational experiences. Once students and teachers reflect on their educational experience using autobiographical writing, they can reconstruct their understanding of their self and their education. Using emancipatory and transformative writing to liberate self through autobiographical method of *Currere*, this book takes a psychoanalytical and hermeneutic journey into student and teacher inner world. Once false self gets shattered following the synthetic phase of the method, students and teachers can reconnect to their true self disguised by non-ego curriculum. As the source of aesthetic creation and inspiration, true self will connect students and teachers to their

deeper layers of self-understanding and self-value using which they can recreate their lifeworlds and reconstruct their social and political spheres. Using hermeneutic dialogue following their rebirth, students and teachers will transfer their transformative and liberating understanding of lifeworld to their circumstances to reconstruct education.

Ideal for upper level undergraduate and graduate level courses in Curriculum Issues, Qualitative Inquiry in Curriculum, Teaching and Learning, Research Methods, Leadership in Education, Educational Equity and Learning, Teaching and Development.

Pardis Minuchehr

Modern Persian in Action

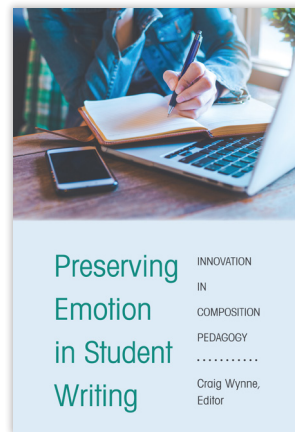
From the Beginning to Intermediate Levels

New York, 2020

pb. ISBN 978-1-4331-7912-9
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-5588-8
CHF 42.- / €^D 36.95 / €^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

World leaders correspond in Persian (Farsi) today. This timely textbook provides a step by step approach to learning a modern world language (albeit being over a thousand year old), with its rich and beautiful culture. For the first time, this book's approach offers the basics of the Persian language to ensure high levels of proficiency in all four skills of reading, writing, listening and speaking in an efficient and speedy manner. Persian language has never been so structured, pragmatic and accessible before, where students learn not only a high range of vocabulary and morphology of the Persian language, but also its grammar and syntactic constructions, alongside cultural competence.

Ideal for advanced undergraduate and graduate level courses in Persian Studies.



Craig Wynne (eds.)

Preserving Emotion in Student Writing

Composition, Pedagogy, Emotion, Writing, Innovation

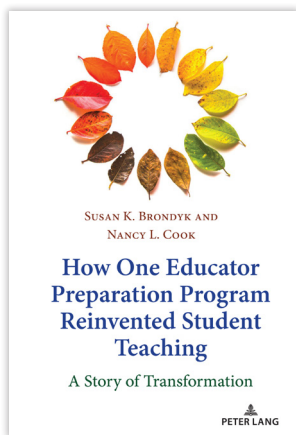
New York, 2020

Writing in the 21st Century. Vol. 2

pb. ISBN 978-1-4331-8171-9
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-8190-0
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-8172-6
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

The student-instructor dynamic has become more complex in recent years. Writing instructors, in particular, see the vulnerabilities expressed by students in their writing. This book provides a wide variety of theories and techniques for writing teachers on the integration of emotion into writing instruction. Current writing instructors, as well as students of the craft, can benefit from the ideas and strategies offered by a variety of practitioners in the field. This book includes offerings, such as theories in development, empirical studies, and lesson plans designed to benefit writing instructors and their students.

Ideal for undergraduate and graduate level courses in Teaching Writing, Composition and Secondary Education Programs.



Susan K. Brondyk · Nancy L. Cook

How One Educator Preparation Program Reinvented Student Teaching

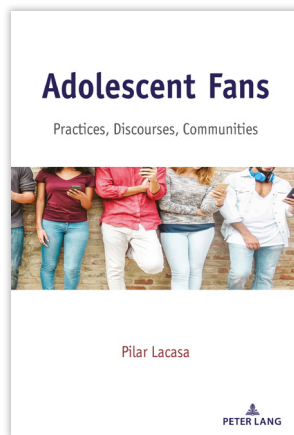
A Story of Transformation

New York, 2020

pb. ISBN 978-1-4331-8251-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-8282-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6329-6
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Changing people's practice is difficult, shifting the culture of an organization even more so. This book is a description of how one education preparation program did both. This is the story of how they transformed their student teaching program, creating tools and structures that resulted in mentors and student teachers working together in new ways. At the heart of their model is an assessment tool STAT, for short used to track the growth and development of student teachers and guide conversations between the college supervisor, cooperating teacher and student teacher. Although this book describes Hope College's new student teaching model it is really about change. This story takes the reader through the complex change process of one institution, examining the loosely coupled dynamic between leaders and individuals. It describes the natural tension between support and autonomy as program leaders walk alongside individuals as they enact a new practice. This book is intended for teacher educators interested in a developmental model of mentor support, but also for those faced with the daunting task of making changes in their own program. There are lessons learned, however, that go beyond teacher preparation and may serve as a catalyst for others as they engage in their own change process.

Ideal for courses in Undergraduate and Graduate Level Teacher Education, Clinical Experience, Student Teaching and Mentoring.



Pilar Lacasa

Adolescent Fans

Practices, Discourses, Communities

New York, 2020

Mediated Youth. Vol. 32

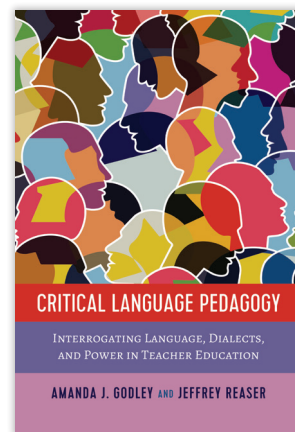
pb. ISBN 978-1-4331-5825-4
CHF 50.– / €^D -- / €^A -- / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5826-1
CHF 50.– / €^D 42.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6301-2
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Owing to the proliferation of screens and networked culture, young fans have moved beyond being simply media consumers. Today they are content interpreters and creators living in a remix culture, reconstructing trans-media narratives, and interacting with culture industries. Young fans relationship to technology has transformed their discourses, interpersonal relationships, and the way they participate in communities. This book delves into these issues, looking at social and cultural approaches to human development to study the identities and activities of fan communities among young people. The book explores communities related to Harry Potter, One Direction, Fortnite, Warhammer, TikTok, and television programs. Drawing on an ethnographic approach and big data analysis, *Adolescent Fans* demonstrates how digital technology has changed not only fan behavior, but also research practices used to understand what it means to be a young fan.

Ideal for communications courses dealing with topics such as Audiovisual Discourse and Mobile Communication.

AWARD WINNER!

Winner of the 2020 NCTE Meade award



Amanda J. Godley · Jeffrey Reaser

Critical Language Pedagogy

Interrogating Language, Dialects, and Power in Teacher Education

New York, 2020

pb. ISBN 978-1-4331-5305-1
CHF 44.10 / €^D 37.70 / €^A 39.50 / € 35.91 / £ 29.40 / US-\$ 43.–
eBook ISBN 978-1-4331-5306-8
CHF 44.10 / €^D 37.70 / €^A 39.50 / € 35.91 / £ 29.40 / US-\$ 43.–

Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education demonstrates how critical approaches to language and dialects are an essential part of social justice work in literacy education. The text details the largest and most comprehensive study ever conducted on teachers' language beliefs and learning about dialects, power, and identity. It describes the experiences of over 300 pre- and in-service teachers from across the United States who participated in a course on how to enact Critical Language Pedagogy in their English classrooms.

Through detailed analyses and descriptions, the authors demonstrate how the course changed teachers' beliefs about language, literacy, and their students. The book also presents information about the effectiveness of the mini-course, variations in the responses of teachers from different regions of the United States, and the varying language beliefs of teachers of color and White teachers. The authors present the entire mini-course so that readers can incorporate it into their own classes, making the book practical as well as informative for teachers, teacher educators, and educational researchers.

Bridget Rubenking · Cheryl Campanella Bracken

Binge Watching

Motivations and Implications of Our Changing Viewing Behaviors

New York, 2020

pb. ISBN 978-1-4331-6191-9

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

eBook ISBN 978-1-4331-6192-6

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

hb. ISBN 978-1-4331-6190-2

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

This book situates binge watching as one of several new television viewing behaviors which collectively contribute to a fundamental change in the way we view television today. Simply put, binge watching changes, or has the potential to change, *everything*: Engagement, immersion, attention to content and other devices, identification with characters and social engagement with fellow viewers, as well as content choices, and cable and over-the-top (OTT) subscription rates. Binge watching has quickly become a new norm in television viewing across audiences.

Binge Watching reviews historically significant advancements in the television industry and in technology that better enable binge watching, such as timeshifting, increasing quantity and (sometimes) *quality* of content, as well as distribution strategies and suggestions algorithms employed by OTT providers. We situate binge watching as human-centered, that is, driven by innate human needs and wants, such as a desire to consume well-constructed stories and to connect with others. We also review the current state of academic binge watching research from motives and habituation to the (over-pathologizing) addiction-based studies. This text concludes with a synopsis of the central arguments made and identifies several areas for future research.

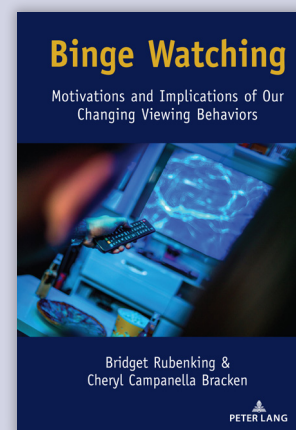
Ideal for undergraduate and graduate courses in Media Entertainment.

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- Chapter 2** Television & Technology: A Look at the Evolution of Television Technology and Media Research
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Photo by Nicolas J Leclercq on Unsplash



Andrew C. Billings • Scott Parrott

Media Stereotypes

From Ageism to Xenophobia

New York, 2020

pb. ISBN 978-1-4331-6668-6

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

eBook ISBN 978-1-4331-6664-8

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

hb. ISBN 978-1-4331-6667-9

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

When we think about the pictures in our heads that media create and perpetuate, what images are we truly referencing? Issues of media stereotypes and representation (both past and present) are crucial to advancing media literacy. *Media Stereotypes: From Ageism to Xenophobia* becomes one-stop shopping for synthesizing what we know within the composite of stereotyping research in the United States. Utilizing a cast of top American scholars with deep roots in asking stereotype-based questions, this book is essential reading for those wishing to understand what we know about past and present media representations as well as those wishing to take the baton and continue to advance media stereotyping research in the future.

Ideal for undergraduate and graduate level courses in Media Content and Effects, Diversity-Oriented Media and Communication Department Course Adoption.

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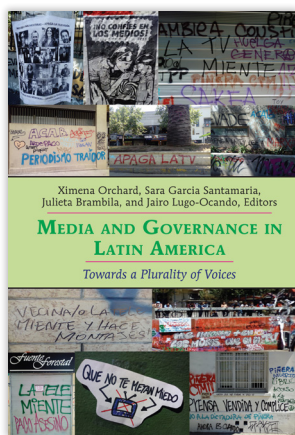
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Ximena Orchard · Sara García Santamaria · Julieta Brambila · Jairo Lugo-Ocando (eds.)

Media and Governance in Latin America

Towards a Plurality of Voices

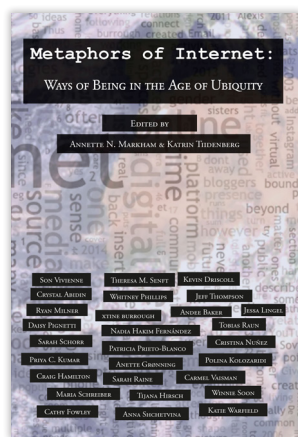
New York, 2020

pb.	ISBN 978-1-4331-6928-1
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-6925-0
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-6924-3
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

This edited book aims at bringing together a range of contemporary expertise that can shed light on the relationship between media pluralism in Latin America and processes of democratization and social justice. In doing so, the authors of the book provide empirically grounded theoretical insight into the extent to which questions about media pluralism broadly understood as the striving for diverse and inclusive media spheres are an essential part of scholarly debates on democratic governance.

The rise in recent years of authoritarianism, populism and nationalism, both in fragile and stable democratic systems, makes media pluralism an intellectual and empirical cornerstone of any debate about the future of democratic governance around the world. This book useful for students and researchers on topics such as Media, Communications, Latin American Studies and Politics aims to make a contribution to such debate by approaching some pressing questions about the relationship of Latin American governments with media structures, journalistic practices, the communication capabilities of vulnerable populations and the expressive opportunities of the general public.

Ideal for undergraduate and graduate level courses in Political Communication, Comparative Media Studies, Journalism Studies, Latin American Studies, International Political Communication, Global Journalism/Communication Comparative Media Studies, Media and Populism.



Annette N. Markham · Katrin Tiidenberg (eds.)

Metaphors of Internet

Ways of Being in the Age of Ubiquity

New York, 2020

Digital Formations. Vol. 122

pb.	ISBN 978-1-4331-7450-6
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-7451-3
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hb.	ISBN 978-1-4331-7449-0
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

What happens when the internet is absorbed into everyday life? How do we make sense of something that is invisible but still so central? A group of digital culture experts address these questions in **Metaphors of Internet: Ways of Being in the Age of Ubiquity**.

Twenty years ago, the internet was imagined as standing apart from humans. Metaphorically it was a frontier to explore, a virtual world to experiment in, an ultra-high-speed information superhighway. Many popular metaphors have fallen out of use, while new ones arise all the time. Today we speak of data lakes, clouds and AI. The essays and artwork in this book evoke the mundane, the visceral, and the transformative potential of the internet by exploring the currently dominant metaphors. Together they tell a story of kaleidoscopic diversity of how we experience the internet, offering a richly textured glimpse of how the internet has both disappeared and at the same time, has fundamentally transformed everyday social customs, work, and life, death, politics, and embodiment.

Ideal for courses in Media, Technology and Culture and Theoretical Perspectives on Media.



Gabriel Peters-Lazaro · Sangita Shresthova

Practicing Futures

A Civic Imagination Action Handbook

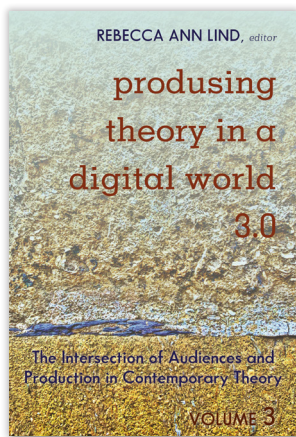
New York, 2020

New Literacies and Digital Epistemologies. Vol. 83

pb.	ISBN 978-1-4331-7270-0
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CHF 42.– / € ^D 36.95 / € ^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-6180-3
CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

The real world is full of challenges and the sheer weight of problems facing us can stifle the genius of our collective human creativity at exactly the time when we desperately need imaginative and innovative solutions. Responding to this, **Practicing Futures: A Civic Imagination Action Handbook** harnesses our connections to popular culture and taps the boundless potential of human imagination to break free of assumptions that might otherwise trap us in repetitive cycles of alienation. Utopias and dystopias have long been used to pose questions, provoke discussions, and inspire next steps and are helpful because they encourage long view perspectives. Building on the work of the Civic Imagination Project at the University of Southern California, the Handbook is a practical guide for community leaders, educators, creative professionals, and change-makers who want to encourage creative, participatory, and playful approaches to thinking about the future. This book shares examples and models from the authors work in diverse communities. It also provides a step-by-step guide to their workshops with the objective of making their approach accessible to all interested practitioners. The tools are adaptable to a variety of local contexts and can serve multiple purposes from community and network building to idea generation and media campaign design by harnessing the expansive capacity for imagination within all of us.

Ideal for undergraduate and graduate level courses in Communications, Media Studies, New Media for Social Change and Storytelling for Social Change



Rebecca Lind (eds.)

Producing Theory in a Digital World 3.0

The Intersection of Audiences and Production in Contemporary Theory – Volume 3

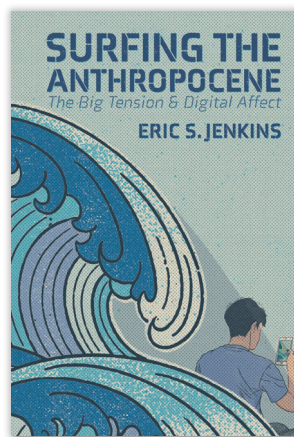
New York, 2020

Digital Formations.

pb. ISBN 978-1-4331-5340-2
 CHF 50.– / €^D -- / €^A -- / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-5339-6
 CHF 129.– / €^D -- / €^A -- / € 104.20 / £ 84.– / US-\$ 124.95

Continuing the explorations begun in the first two Producing Theory volumes, this book investigates some of the tensions generated in the spaces enabled by the confluence of the formerly disparate activities of producing and consuming media. Multiple and varied theories—some still emerging—are invoked in attempts to illuminate the spaces between what previously had been neatly-separated components of media systems. This book is useful in a number of courses such as media culture and theory, introduction to new media, the Internet and the audience, new media theory and research, mass communication theory, emerging media, critical analysis and new media, concepts of new media, new media participants, new media in a democratic society, critical studies in new media, new media and social media, digital media studies, participatory media, media audiences in a digital world, digital cultures and social media, Web culture and new media studies, introduction to new media, new media and society, and more.

Ideal for undergraduate or graduate courses in Media Culture and Theory, Mass Communication Theory, New Media, and Digital Culture.



Eric S. Jenkins

Surfing the Anthropocene

The Big Tension and Digital Affect

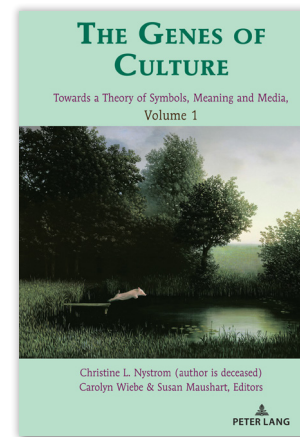
New York, 2020

pb. ISBN 978-1-4331-7978-5
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
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 hb. ISBN 978-1-4331-7977-8
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Surfing the Anthropocene shows how the big tension between the speed and scale of digital media characterizes affective life on the public screen today. An innovative look launched in the wake of the 2016 election, Jenkins illustrates how the big tension is reflected in how we feel and talk about digital media. Exploring a variety of modes from following news on Twitter to discussion on Facebook, activism to witnessing police shooting videos, the book demonstrates how responses to the big tension make political activity more like videogames, with an immediate temporality and attentional spatiality contrasted with meditative and tending modes such as gardening. As a near-monoculture of immediate, attentional modes emerge, consumerism and affect privilege become reinforced in ways that make addressing the problems of the Anthropocene especially draining and difficult.

Original concepts throughout the book, including the big tension but also the affected subject, translucency, and *homo modus*, are sure to influence thinking about digital media. If you wonder why life today feels particularly urgent, heated, and intense, *Surfing the Anthropocene* offers a compelling answer the big tension as well as a way to reimagine digital experience with an eye towards surviving, rather than just surfing, the Anthropocene.

Ideal for Communications courses in Digital and Social Media.



Christine L. Nystrom

Carolyn Wiebe · Susan Maushart (eds.)

The Genes of Culture

Towards a Theory of Symbols, Meaning and Media, Volume 1

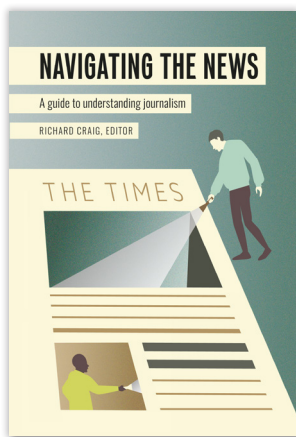
New York, 2020

Understanding Media Ecology. Vol. 6

pb. ISBN 978-1-4331-7664-7
 CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
 eBook ISBN 978-1-4331-7661-6
 CHF 42.– / €^D 36.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
 hb. ISBN 978-1-4331-7660-9
 CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Christine L. Nystrom's provocative work offers up a fresh approach to ongoing and increasingly urgent questions about the role of symbols and technology in shaping human experience. In lucid, lively and always-accessible prose, she examines an eclectic range of topics from Hopi grammar to the etiquette of beach-going to the primal allure of the horror film to uncover the principles that structure the way we make meaning of our world. A cross-disciplinary tour-de-force, *The Genes of Culture* integrates insights from philosophy, the physical sciences, social psychology and cultural criticism to pose challenging questions for today's students of media. An exemplary foundation reader for graduates or undergraduates in communication and media studies.

Ideal reader for graduate or undergraduate courses in Communication and Media Studies.



Richard Craig (eds.)

Navigating the News

A Guide to Understanding Journalism

New York, 2020

Mass Communication and Journalism. Vol. 24

eBook ISBN 978-1-4331-5129-3
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95

In an age when young people may confuse online chatter with legitimate news, *Navigating the News* is the first textbook designed to show students how to recognize credible reporting and how real journalists perform their jobs.

The book begins with the basics of how to critically assess news stories, then covers what to look for in everything from community news and crime reporting to business, political and investigative coverage. More than 50 professional journalists share insights on how they gather, edit and report news, and discuss what critical audiences should expect from their news coverage.

Students learn how to analyze complex topics including science, environmental and education news, and a series of chapters covers how to approach news from different parts of the world.

Navigating the News is aimed at general audiences, not just journalism or communication majors. Given the importance and timeliness of the subject, this book could easily be the core text for general education classes on news and media literacy. The trend toward teaching young people how to understand and assess news is gaining momentum at universities everywhere.

The book is written in a clear, straightforward style to engage students who may be getting their first taste of adult issues and concerns. Even students who have avoided serious news growing up will gain tools for understanding, assessing and processing coverage of complex stories.

The mission of this text is simple: If students don't recognize what real news is, *Navigating the News* is going to teach them.

Ideal for undergraduate and graduate level courses in Journalism, News Literacy and Media Literacy Courses.

Karen McIntyre Hopkinson · Nicole Smith Dahmen (eds.)

Reporting Beyond the Problem

From Civic Journalism to Solutions Journalism

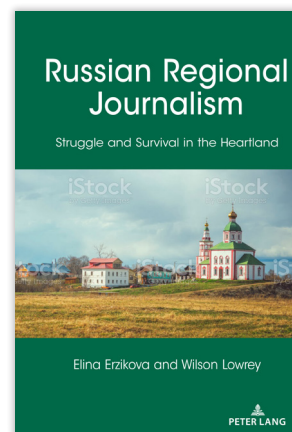
New York, 2020

AEJMC - Peter Lang Scholarsourcing Series. Vol. 7

pb. ISBN 978-1-4331-6195-7
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-6197-1
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-6196-4
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Americans say that reading, watching, or listening to the news is a leading cause of stress. Of course journalists, as watchdogs and public informants, must disseminate information that is inherently negative, but experts argue that the news media's emphasis on the problem has had a negative effect on the public, the press itself, and democracy. At the same time, the past sixty years have seen a rise of journalistic practices that purport to cover the news beyond the typical problem-based narrative. These genres of journalistic reporting are not positive news or fluff reporting: They are rigorous reporting philosophies and practices that share a common goal reporting beyond the problem-based narrative, thereby exemplifying a commitment to the social responsibility theory of the press, which asserts that journalists have a duty to consider society's best interests. However, there is little academic or professional understanding of these journalistic approaches. As such, this book provides an in-depth examination of socially-responsible news reporting practices, such as constructive journalism, solutions journalism, and peace journalism. Each chapter focuses on one reporting form, defining it and detailing its evolution and status among scholars and practitioners, as well as discussing its known effects and future direction. This edited volume is the first academic book published on these forms of reporting in the United States. It provides a comprehensive resource that explores the theoretical underpinnings of these journalistic genres that grounds these approaches and allows for a coherent line of research to follow as these approaches evolve.

Ideal for advanced reporting courses and courses in Journalism Theory and Philosophy.



Elina Erzikova · Wilson Lowrey

Russian Regional Journalism

Struggle and Survival in the Heartland

New York, 2020

pb. ISBN 978-1-4331-7134-5
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-7135-2
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-7133-8
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Russian Regional Journalism: Struggle and Survival in the Heartland takes an intimate look at the enormous challenges and small victories experienced by local Russian journalists across the post-perestroika and Putin eras. The book examines 13 years of journalists' struggles for independence and meaning as they weigh their professional goals and community obligations against their growing dependence on local elite. Russia's sub-national levels its provinces and communities remain understudied but important. Local newspapers are the only means by which news reaches many rural Russians, and Russia's heartland regions are a significant source of support for the current national regime. The book contributes importantly to our understanding of Russian journalism, and to our understanding of local journalism generally, an increasingly vulnerable institution in countries around the world. *Russian Regional Journalism* seeks answers to a number of questions: How do challenging political-economic environments constrain and guide the ways Russian journalists imagine their roles and do their work? Can journalists represent their regions in meaningful, distinct ways, and are they seeking autonomy or mere survival? How does local Russian journalism fit within the global context of local journalism? *Russian Regional Journalism* will serve as a valuable companion text for senior-level or graduate courses on Russian media and culture, global media, local journalism, media production, and media sociology. The book will also be of value to anyone interested in journalism's ongoing challenges in a diverse, changing world.

Ideal for courses in Global Media Systems and Media Sociology.

Sophie Knowles

The Mediation of Financial Crises

Watchdogs, Lapdogs or Canaries in the Coal Mine?

New York, 2020

Global Crises and the Media. Vol. 25

pb. ISBN 978-1-4331-5231-3
 CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
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 CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
 hb. ISBN 978-1-4331-5230-6
 CHF 118.– / €^D 118.– / €^A 102.95 / € 105.40 / £ 77.– / US-\$ 114.95

In 2007-8 the world economy started its heady journey to recession. The Queen herself asked why didn't we see this coming, but it's a question that remains unanswered. A decade later and it is still not clear exactly who is responsible for the crisis. The world has experienced the long-term impact of austerity policies on its welfare system and the political landscape is completely changed.

This analysis of the media that reported on this crisis and where it came from is long overdue. The media were responsible for warning the public a role they failed in. This book provides evidence that journalists, like bankers and regulators, need to be held accountable. The Global Financial Crisis is a starting point, but it deserves a much wider context and explanation, one this book provides for the first time.

Looking at three global and pivotal financial crises, this book assesses the degree to which financial and economics journalists have played a watchdog role for society. It takes a long glance back from the Global Financial Crisis of 2007-8 to look at the (as it shows, gradually narrowing) content we have been reading in mainstream publications, and speaks to journalists in three countries to gauge the reality of the situation from the perspective of the newsroom.

Ideal for undergraduate or graduate journalism courses that Cover Ethics, Theory or History; or Business Courses Related to Financial Journalism.



Jim Macnamara

Beyond Post-Communication

New York, 2020

pb. ISBN 978-1-4331-6921-2
 CHF 50.– / €^D -- / €^A -- / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-6920-5
 CHF 50.– / €^D -- / €^A -- / € 40.– / £ 32.– / US-\$ 47.95
 hb. ISBN 978-1-4331-6919-9
 CHF 129.– / €^D -- / €^A -- / € 104.20 / £ 84.– / US-\$ 124.95

While many analyses have examined disinformation in recent election campaigns, misuse of 'big data' such as the Cambridge Analytica scandal, and manipulation by bots and algorithms, most have blamed a few bad actors. This incisive analysis presents evidence of deeper and broader corruption of the public sphere, which the author refers to as *post-communication*. With extensive evidence, Jim Macnamara argues that we are all responsible for the slide towards a post-truth society. This analysis looks beyond high profile individuals such as Donald Trump, Russian trolls, and even 'Big Tech' to argue that the professionalized communication industries of advertising, PR, political and government communication, and journalism, driven by clickbait and aided by a lack of critical media literacy, have systematically contributed to disinformation, deception, and manipulation. When combined with powerful new communication technologies, artificial intelligence, and lack of regulation, this has led to a 'perfect data storm'. Accordingly, Macnamara proposes that there is no single solution. Rather, he identifies a range of strategies for communication professionals, industry associations, media organizations and platforms, educators, legislators, regulators, and citizens to challenge post-communication and post-truth.

Ideal for undergraduate or graduate courses covering topics in Political Journalism, Contemporary Democracy, and Ethics in Public Communication.

Thomas J. Socha · Narissra Maria Punyanunt-Carter (eds.)

Communication Begins with Children

A Lifespan Communication Sourcebook

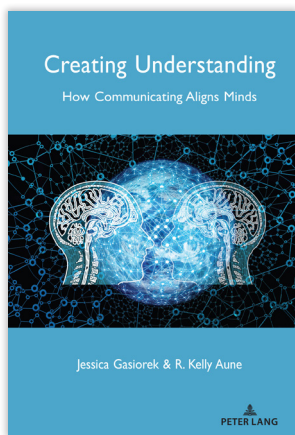
New York, 2020

Lifespan Communication. Vol. 8

pb. ISBN 978-1-4331-6656-3
 CHF 50.– / €^D 40.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-6565-8
 CHF 50.– / €^D 40.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 hb. ISBN 978-1-4331-6568-9
 CHF 129.– / €^D 104.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Communication Begins with Children: A Lifespan Communication Sourcebook seeks to transform the field of communication, arguing that the field must stop neglecting and segregating children and instead adopt an age-inclusive lifespan approach that fully includes and fully considers children in all communication theorizing, research and education from infancy and throughout the human lifespan. One-size-fits-all, adult-centric communication theorizing, researching, and educating is inadequate and harms the communication field's potential as a social force for positive change for all communicators. The volume contains four sections (Foundations, Relational Communication Development, Digital Communication Development, and Navigating Developmental Communication Challenges) that showcase state-of-the-art chapters about the history of children's relational and digital communication studies, methods used to study children's communication, media literacy development, communication and children's health, and much more. A must read for all communication researchers, educators, and students and an important addition to advanced and graduate level human and digital communication courses.

Ideal for undergraduate and graduate courses in Children's Communication, Family Communication, and Communication Theory.



Jessica Gasiorek · R. Kelly Aune

Creating Understanding

How Communicating Aligns Minds

New York, 2020

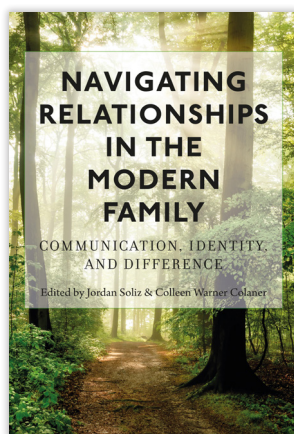
Language as Social Action. Vol. 23

pb.	ISBN 978-1-4331-6815-4
CHF 42.– / € ^D 34.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
eBook	ISBN 978-1-4331-8376-8
CHF 42.– / € ^D 34.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-6813-0
CHF 118.– / € ^D 95.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

What, exactly, is *understanding*? And how do people create, maintain, and manipulate states of understanding via communication? This book addresses these questions, drawing on interdisciplinary scholarship in cognitive science, communication, psychology, and pragmatics. Rejecting classic descriptions of communication as sending and receiving messages, this book proposes a novel perspective that depicts communication as a process in which interactants construct, test, and refine mental modes of a joint experience on the basis of the *meme states* (mental representations) activated by *stimuli* in social interactions. It explains how this process, when successful, results in interactants' mental models aligning, or becoming **entrained**—in other words, in creating a state of understanding. This framework is grounded in a set of foundational observations about evolved human cognition that highlight people's intrinsic social orientation, predisposition toward efficiency, and use of predictive interference-making. These principles are also used to explain how codified systems (codes) emerge in extended or repeated interactions in which

people endeavor to create understanding. Integrating and synthesizing research across disciplines, this book offers communication scholars and students a theoretical framework that will transform the way they see understanding, communication, and social connection.

Ideal for upper-level undergraduate and graduate level courses in Creating Understanding, Theories in Communicology/Communication, Biological Foundations of Communication, Communication and Cognition.



Jordan Soliz · Colleen Warner Colaner

Navigating Relationships in the Modern Family

Communication, Identity, and Difference

New York, 2020

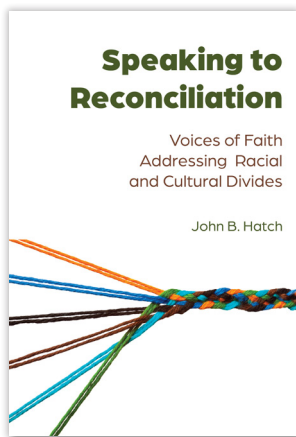
Lifespan Communication. Vol. 15

pb.	ISBN 978-1-4331-6238-1
eBook	ISBN 978-1-4331-6239-8
hb.	ISBN 978-1-4331-6237-4
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Despite growing recognition of the diversity of family forms and structures, discourses among family scholars and practitioners as well as in popular culture continue to operate from the assumption that families are fairly homogeneous in terms of the values and beliefs, social positions, and identities of individual family members. *Navigating Relationships in the Modern Family* provides a unique and important perspective on how communication within and about families related to issues

of identity and difference can ameliorate negative processes and, at times, potentially amplify positive outcomes such as well-being and relational solidarity. Chapters in this edited volume focus on divergent social identities in the family (e.g., interfaith families, multiethnic-racial families, acculturation and immigration) as well as differences emerging from family formative processes (e.g., stepfamilies, in-law relationships, foster care). In addition to synthesizing the current state of the scholarship in these particular family contexts, each chapter discusses the interplay between families and the larger social and cultural context. For instance, how does grandparent-grandchild communication influence attitudes toward older adults and aging? Can we improve interfaith dialogue in larger societal interactions by understanding communication in interfaith families? How do ideologies of social class and social discourses about adoption and foster care influence family functioning? Chapters conclude with a discussion on implications for scholars and family practitioners. The edited volume would make an ideal primary or secondary required text for upper-level undergraduate and graduate courses on families as well as specialized family courses on understudied family relationships and forms. The volume also serves as an important resource for family scholars and practitioners.

Ideal for undergraduate courses and graduate courses Focusing on Family Communication and Family Relationships.



John B. Hatch

Speaking to Reconciliation

Voices of Faith Addressing Racial and Cultural Divides

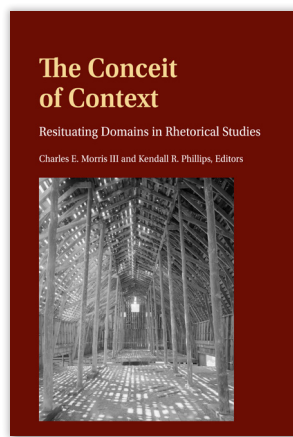
New York, 2020

Speaking of Religion. Vol. 2

pb. ISBN 978-1-4331-6236-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6233-6
CHF 42.– / €^D 36.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6232-9
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

In North America, Africa, and across the globe, many societies are deeply divided along racial, ethnic, political, or religious lines as a result of violent/oppressive histories. Bridging such divides requires symbolic action that transcends, reframes, redeems, and repairs often drawing upon resources of faith. *Speaking to Reconciliation* showcases this tradition through speeches by Abraham Lincoln, Martin Luther King Jr., Elie Wiesel, Desmond Tutu, Barack Obama, Thich Nhat Hanh, Jordan's King Abdullah II, Ireland's President Mary McAleese, and others. Some of these speeches set forth principles or spiritual practices of reconciliation. Others acknowledge injustice, make apologies for historical wrongs, call for reparations, or commend the power of forgiveness. *Speaking to Reconciliation* presents a conceptual framework for doing analysis and critique of reconciliation discourse and applies this framework in introductions to the speeches, offering readers a springboard for further study and, potentially, inspiration to promote justice and reconciliation in their own spheres.

Ideal for courses in Rhetoric, Religious Studies, Intercultural Communication, and Peace Studies.



Charles E. Morris III · Kendall R. Phillips (eds.)

The Conceit of Context

Resituating Domains in Rhetorical Studies

New York, 2020

Frontiers in Political Communication. Vol. 46

pb. ISBN 978-1-4331-7353-0
eBook ISBN 978-1-4331-7354-7
CHF 65.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95

This edited volume features essays derived from presentations delivered at the 15th Biennial Public Address Conference held at Syracuse University in October 2016, as well as additional material. **The Conceit of Context** explores the often invoked indeed a central term in the history of rhetorical studies but less often engaged concept of context. In this volume, we center the notion of context as the site of engagement, critique, and imagination, seeking to deepen the critical and political promise of context in the study of public discourse.

Ideal for undergraduate and graduate courses in Rhetorical Criticism, Public Address, Rhetorical History, and Critical/Cultural Studies.



Camille Kaminski Lewis

White Nationalism and Faith

Statements and Counter-Statements on American Identity

New York, 2020

Speaking of Religion. Vol. 3

pb. ISBN 978-1-4331-7074-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7077-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-7075-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

According to Kenneth Burke, every idea houses its opposite. Heresies and orthodoxies will always be changing places, he imagined, but whatever the minority view happens to be at any given time, one must consider it as 'counter.' In other words, every tradition contains its own critique. Ideas are always in dialogue, bridging gaps that we may not have known existed until the bridges were built. And alongside those bridges are other implied ways to transfer and create meaning. To foreground that pendulum and address our contemporary political climate, **White Nationalism and Faith: Statements and Counter-Statements on American Identity** includes American texts which wield religious arguments in order to affirm or dismantle white supremacy. William Jennings Bryan, Billy Sunday, and Bob Jones as well as Barack Obama, Phil Snider, and Mitch Landrieu are just a few of the voices in dialogue. This anthology is designed for the upper-level undergraduate or master's student so that they can explore how American rhetors since the Civil War have constituted their white nationalism through religious rhetoric. With this anthology of statements and their contemporaneous counter-statements, the authors to craft and polish the same serious but comedic lens as Kenneth Burke imagined in the twentieth century.

Ideal for any undergraduate or graduate courses on Rhetorical Criticism, Religious Rhetoric, Kenneth Burke studies, or Public Address.

Mike Milford · Lauren Reichart
Smith (eds.)

Communication and Contradiction in the NCAA

An Unlevel Playing Field

New York, 2020

Communication, Sport, and Society. Vol. 4

pb. ISBN 978-1-4331-6496-5
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6493-4
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6492-7
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

Communication and Contradiction in the NCAA: An Unlevel Playing Field is a critical examination of the contradictory nature of the NCAA, and how the inherent contradictions impact the communication activities of its constituents, supporters, and challengers. At the heart of the NCAA is the student-athlete, born out of an idealistic collection of communal values that is often at odds with institutional practices. The rhetorical negotiation of the student-athlete's identity informs and confuses communication practices on a number of levels, from interpersonal interactions to organizational apologia. Because the student-athlete is critical to maintaining the collegiate athletics orientation, the NCAA works overtime in promoting, maintaining, and defending it in the face of public scrutiny. The NCAA and its member institutions, like any organization, are compelled to answer public accusations, often working to defend inconsistent policies to an increasingly hostile audience. In an effort to solidify its power, the NCAA uses public discourse to maintain its position by establishing and enforcing proper codes of conduct for participants, and rationalizing unfair labor practices, athletics budgets, and rising tuition costs designed to boost athletics. In response they often rely on familiar rhetorical and organizational practices, such as branding, mascots, and heroic stories of student-athletes, all of which come with issues of their own. All of these communication phenomena, from interpersonal support-seeking to organizational scapegoating, are informed by the central student-athlete mythos. This puts the NCAA at a contradictory crossroads as they work to reconcile inconsistent practices and messages.

Ideal for courses in Sports Communication, Sport in Higher Education, and Contemporary Media & Sports.



Andrew R. Spieldenner · Satoshi Toyosaki (eds.)

Intercultural Health Communication

New York, 2020

Health Communication. Vol. 16

pb. ISBN 978-1-4331-5653-3
CHF 65.- / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.- / US-\$ 62.95
eBook ISBN 978-1-4331-5654-0
CHF 65.- / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.- / US-\$ 62.95
hb. ISBN 978-1-4331-5652-6
CHF 144.- / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.- / US-\$ 139.95

Intercultural Health Communication brings together the fields of health and intercultural research in new work from leading communication scholars. This book is based on two premises: neither health nor culture is a neutral concept. The authors of this collection employ critical, qualitative, and interpretive research methodologies in order to engage the political and intersectional nature of health and culture simultaneously. Changing notions of healthy behaviors (or ill health) are not just a matter of knowledge; they live inside discourses about the body, aesthetics, science, and the world. We see this book as an important step towards developing a more transnational view of health communication. *Intercultural Health Communication* ties together the critical public health with critical intercultural communication. Through these connections, the authors engage the health research in, amongst others: HIV, cancer, trauma, celiac disease, radioactive pollution, food politics, and prenatal care. *Intercultural Health Communication* emerges from a broad need to address connections and challenges to incorporating health communication with intercultural communication approaches. After compiling this book, we see ready connections to public health, global studies, gender and sexuality studies and ethnic studies. In this day and age, nation states have to be considered within the broader frameworks of globalization, transnationalism and global health. We recognize that the contemporary health issues require an understanding of culture as integral towards eliminating health disparities.

Ideal for advanced undergraduate and graduate courses in Intercultural Communication, Health Communication, Communication Research, and Communication Theory. The Book could also be Adopted in Public Health and Community Health Classes on Culture, Race and Health.

D. Travers Scott

Gay Men and Feminist Women in the Fight for Equality

What Did You Do During the Second
Wave, Daddy?

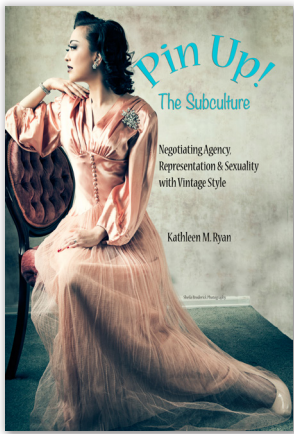
New York, 2020

Cultural Media Studies. Vol. 2

pb. ISBN 978-1-4331-6281-7
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-6282-4
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95

What did gay men do in women's liberation and vice-versa? This book offers the first systematic investigation of the question. Conventional wisdom has offered varied and contradictory stories: Gay men were misogynistic enemies of feminism; feminist women were homophobic or androphobic; feminist women and gay men collaborated only during the 1960s-1970s liberation moment; lesbians rushed in to work with gay men during the AIDS crisis. Examined for the first time in this book, their stories are much more complex, yesterday and today. Feminist women and gay men have had dynamic relations in popular thinking and historic practice, including commonality, opposition, and intellectual contributions. Written by a feminist-identified gay man, this book forges an examination of these two groups alliances and obstacles over the past 50 years, as well as their communications of, between, and about each other. What have been the received views of how these groups have or have not worked together politically? What historical evidence supports, contradicts, or complicates these views? New findings help illuminate understandings of the past and present of US women's and LGBTQ movements, as well as broader relations between social movements in general. With a special focus on neglected areas of research, such as the US South, it also argues for how these social movements shaped ideas about what it means to be gay and/or feminist. This book is suitable in whole or excerpt for classes in LGBTQ studies, womens studies, feminist theory, social movements, American studies, and US history.

Ideal for undergraduate or graduate classes in LGBTQ Studies, Women's Studies, Gender Studies, Queer Studies, Feminist Studies, and Social Movements.



Kathleen M. Ryan

Pin Up! The Subculture

Negotiating Agency, Representation & Sexuality with Vintage Style

New York, 2020

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

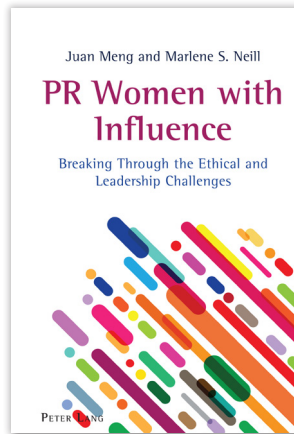
Dangerous. Sexy. All-American or rather All-World Girl. *Pin Up! The Subculture* is the first book to explore the contemporary international subculture of pin up, women (and men) who embrace vintage style, but not vintage values.

Award-winning filmmaker and author Kathleen M. Ryan spent more than five 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.

This lavishly illustrated book includes interviews with more than fifty 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, Cultural Studies, and Subcultural Studies.



Juan Meng · Marlene S. Neill

PR Women with Influence

Breaking through the Ethical and Leadership Challenges

New York, 2020

AEJMC - Peter Lang Scholarsourcing Series. Vol. 6

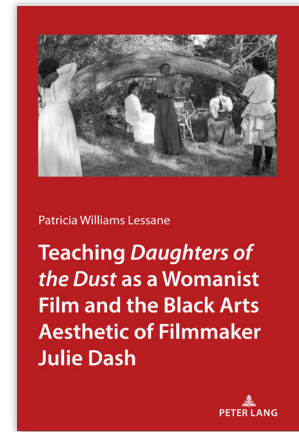
pb. ISBN 978-1-4331-6510-8
CHF 50.- / €^D 42.95 / €^A 44.- / £ 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6511-5
CHF 50.- / €^D 42.95 / €^A 44.- / £ 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6514-6
CHF 129.- / €^D 109.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

PR Women with Influence: Breaking through the Ethical and Leadership Challenges makes a unique and timely contribution by exploring how women in public relations navigate through attitudinal, structural and social barriers in advancing their leadership roles. The book is thoroughly grounded in rich empirical evidence gained through two phases of a funded research project conducted in the field. Phase I involves 51 in-depth interviews with current female leaders in public relations and Phase II captures women's perceptions on gender-related barriers in leadership advancement by recruiting a national panel of female public relations professionals.

Results presented in this book provide a compelling, current picture of women and leadership in public relations. By emphasizing our discussion on key issues and barriers as related to women in PR and their leadership advancement, the authors call for real actions and change to develop a constructive ecosystem within the organization to embrace leadership for women in PR.

Given its sharp topic focus, wealth of empirical data, and the relevance of the topic to today's public relations profession, this book is suitable for different audiences both nationally and globally. Such audiences include but are not limited to public relations scholars, educators and professionals, both leaders and emerging leaders, men and women, young professionals, women of color, and public relations majors. This book is appropriate for senior-level undergraduate and graduate courses in public relations and communication management to facilitate critical thinking, leadership development, and gender-related topic discussion.

Ideal for undergraduate and graduate courses in PR Ethics, Diversity and Leadership



Patricia Williams Lessane

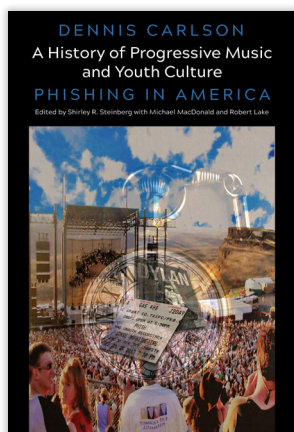
Teaching *Daughters of the Dust* as a Womanist Film and the Black Arts Aesthetic of Filmmaker Julie Dash

New York, 2020

pb. ISBN 978-1-4331-8299-0
CHF 93.- / €^D 89.95 / €^A 90.- / £ 75.- / £ 60.- / US-\$ 89.95

An anthology of essays devoted to the examination of filmmaker Julie Dash's groundbreaking film, *Daughters of the Dust*, this book celebrates the importance and influence of this film and positions it within the discourses of Black Feminism, Womanism, the LA Rebellion, New Black Cinema, Great Migration, The Black Arts tradition, Oral History, African American/Black/African Diaspora Studies, and Black film/cinema studies. Employing a transdisciplinary approach to examining the film, the anthology includes chapters which examine unique aspects/themes of the film. At the core of each chapter, however, is a recognition of the influence of Black feminist/Womanist theory and politics and African American history—from enslavement to freedom/Reconstruction, Black political identity and liberation movement(s)—and African/African Diaspora cosmology on Dash's work and how all work in concert in her masterful narrative of Black family, 20th Black women's identities, and the tension between modernity and tradition experienced by Gullah-Geechee people at the turn of the 20th century.

Ideal for courses in Black feminist theory, women's and gender Studies, Black cinema, Black womanhood, and Black female identity.



Dennis Carlson · Shirley R. Steinberg

A History of Progressive Music and Youth Culture

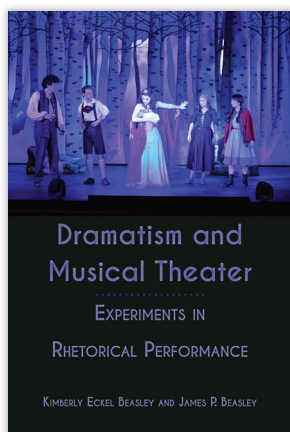
Phishing in America

New York, 2020

pb.	ISBN 978-1-4331-7695-1
eBook	ISBN 978-1-4331-7694-4
hb.	ISBN 978-1-4331-7689-0

The late Dennis Carlson uses the alternative nature of the Burlington, Vermont-bred band, Phish, and the larger impact of rock n' roll to look at youth and revolutionary music culture. *A History of Progressive Music and Youth Culture* is designed for those who work with or teach young people to understand the nature and origin of musical commitment and devotion. For academics, the book traces a cultural study of rock which is unlike any other discussion of music or musicology published.

Ideal for courses in Cultural Studies and Musicology.



Kimberly Eckel Beasley · James P. Beasley

Dramatism and Musical Theater

Experiments in Rhetorical Performance

New York, 2020

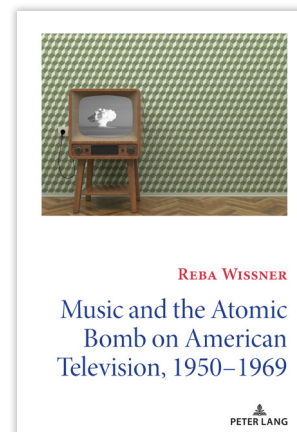
Counterpoints. Vol. 531

pb.	ISBN 978-1-4331-8134-4
CHF 50.- / € ^D 40.95 / € ^A 44.- / € 40.- / £ 32.- / US-\$ 47.95	
eBook	ISBN 978-1-4331-7285-4
CHF 50.- / € ^D 40.95 / € ^A 44.- / € 40.- / £ 32.- / US-\$ 47.95	
hb.	ISBN 978-1-4331-7284-7
CHF 129.- / € ^D 104.95 / € ^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95	

Dramatism and Musical Theater: Experiments in Rhetorical Performance is an innovative workbook for both students and teachers in advanced communication performance. Meeting at the nexus of English composition, advanced rhetoric, theater, music, and drama, this book utilizes Kenneth Burke method of dramatism to discover the motives inherent in performance practices, whether they be in the classroom or on the stage. In this book, we take the five corners of the dramatisitic pentad: act, scene, agent, agency, and purpose and demonstrate their utilization in performance analysis. We then correlate those performance practices with the production of five contemporary musicals: *Little Women*, *Aida*, *Street Scene*, *Into the Woods*, and *Children of Eden* in order to emphasize their use in character, scene, and staging direction. By doing so, we highlight dramatism as a performance practice necessary for effective participation in artistic communities.

Dramatism and Musical Theater: Experiments in Rhetorical Performance is also an indispensable guide for teachers and directors to successfully navigate the challenges of collegiate theatrical production.

Ideal for undergraduate and graduate level courses in Advanced Composition, Advanced Rhetoric, Acting II, Rehearsal and Production, and Performance Studies.



Reba Wissner

Music and the Atomic Bomb on American Television, 1950-1969

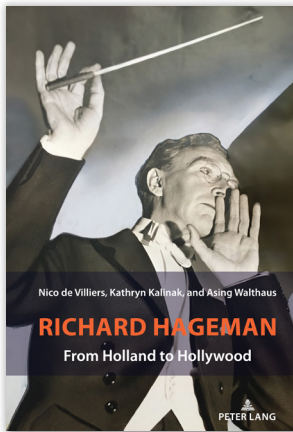
New York, 2020

Mediating American History. Vol. 14

pb.	ISBN 978-1-4331-4668-8
CHF 50.- / € ^D 42.95 / € ^A 44.- / € 40.- / £ 32.- / US-\$ 47.95	
eBook	ISBN 978-1-4331-4670-1
CHF 50.- / € ^D 42.95 / € ^A 44.- / € 40.- / £ 32.- / US-\$ 47.95	
hb.	ISBN 978-1-4331-4669-5
CHF 129.- / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95	

During the 1950s and 1960s, the Cold War and the potential for nuclear attack were on everyone's mind. It should therefore come as no surprise that despite an initial reluctance, several television shows that aired during this period focused on the atomic and hydrogen bombs (the Bomb) and their potential for destruction. *Music and the Atomic Bomb on American Television, 1950-1969* is the first book to consider the important role that music and sound play in the destruction narratives about the Bomb on Cold War-era television. This book not only examines the television shows that deal with the nuclear weapons in various forms and genres, but also contextualizes these shows through an analysis of primary source documents such as government pamphlets and documents, newspaper and periodical reports, presidential records, composer and television production records, and informational trade paperbacks.

Ideal for courses in American Studies, Cultural Studies, Musicology and Critical Studies in Television.



Nico de Villiers · Kathryn Kalinak · Asing Walthaus

Richard Hageman

From Holland to Hollywood

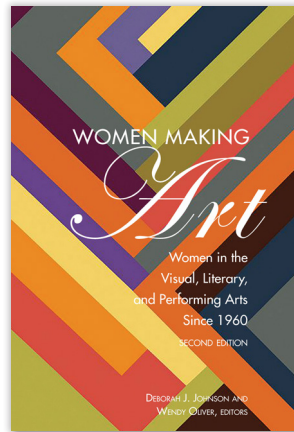
New York, 2020

pb. ISBN 978-1-4331-5581-9
CHF 50.- / €^D 42.95 / €^A 44.- / £ 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-5582-6
CHF 50.- / €^D 42.95 / €^A 44.- / £ 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-5473-7
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

Richard Hageman (1881-1966) was celebrated during his lifetime as a conductor, pianist, vocal coach, and composer. His art songs put him solidly in the vanguard of mid-century composers and he was routinely referred to in the same context as Aaron Copland, Virgil Thomson, William Grant Still, and Erich Wolfgang Korngold. His opera *Caponasacchi* was the first American opera to premiere in Vienna. A conductor at the Metropolitan Opera, Hageman knew the great singers of the age, conducting Enrico Caruso and Geraldine Farrar, and accompanying Nellie Melba and Emmy Destinn. He wrote songs for John McCormack and Lotte Lehmann. By the late 1930s Hageman was composing in Hollywood, scoring westerns for John Ford and earning six Academy Award nominations. In Hollywood, he had drinks with John Wayne, rubbed shoulders with Jeanette MacDonald and Nelson Eddy, and shared the screen with Louis Armstrong and Elizabeth Taylor.

Richard Hageman: From Holland to Hollywood is the first critical biography to reconstruct Hageman's colorful life while recreating the cultural milieu in which he flourished: opera in America during the first half of the twentieth century and film scoring in Hollywood in the heyday of the studio system. Here Hageman's most important works are analyzed in depth for the first time, from his famous art song, *Do Not Go My Love* and his opera *Caponasacchi*, to his film scores such as *She Wore a Yellow Ribbon* and *3 Godfathers*. This biography offers a compelling read for opera lovers, film fans, and American history enthusiasts alike.

Ideal for courses in 20th-Century Music History.



Deborah J. Johnson · Wendy Oliver

Women Making Art

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

New York, 2020

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
hb. ISBN 978-1-4331-5390-7

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 undergraduate and graduate courses dealing with Women and the Arts.

Carlos Nevarez · J. Luke Wood

Community College Leadership and Management

Reframing Institutional Practices for Student Success

New York, 2020

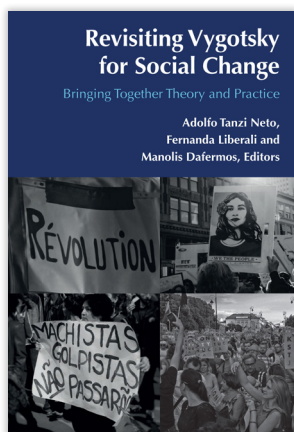
Education Management. Vol. 11

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Community College Leadership and Management

places emphasis on reframing college practices in order to advance student success. This calls for leaders to be well versed on promising strategies which have illustrated evidence in advancing academic success. Such practices include intrusive academic advising, exit interviews with dropouts and graduates, and the use of technology to supplement face-to-face academic counselor advising. These leaders are aware of and welcome the challenges and opportunities a changing student population presents to community colleges. The authors critically analyze and call for a deconstruction of conventional practices and the construction of new approaches to understand how student success is envisioned. For example, a redefinition of what constitutes student success is advanced. A redefinition of *student success* as the attainment of an academic, vocational, career, or personal goal is put forth. This broader perception, definition, and meaning of student success is not limited to or constrained by an accountability paradigm. It is driven by the need to capture a more complete picture of the trajectory of contemporary and traditional enrollees from increasingly diverse backgrounds: students whose goals do not fit solely and neatly into two traditionally dominant outcomes like graduation and transfer. It is the role of community college leaders to affirm, inculcate, and communicate this more nuanced definition, allowing it to guide the vision and mission, programs, policies, and practices of the institution. Carlos Nevarez and Luke J. Wood support their arguments through various models, frameworks, research findings, case studies, and presentation of self-reflective questions aimed at advancing reflective community college scholar-practitioners.

Ideal for upper level undergraduate and graduate level courses in Community College Administration; Organization Theory – Higher Education; Leadership in Student Services; Teaching and Learning in the Community College; Community College History, Mission, and Emerging Issues.



Adolfo Tanzi Neto

Revisiting Vygotsky for Social Change

Bringing Together Theory and Practice

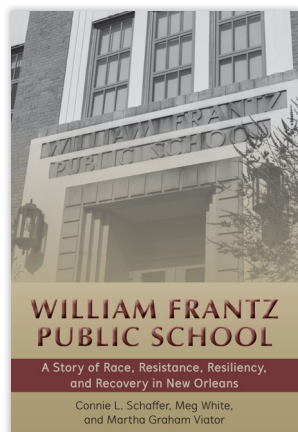
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(Post)Critical Global Studies. Vol. 2

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Contemporary thinkers and researchers from different parts of the world involved in achieving human development employ Vygotsky's theory in order to deal with new social challenges arising in a global but deeply divided world (Santos, 2000; Souza e Santos, 2008; Martín-Baró, 1998). The chapters of this book shed light onto Vygotsky's initial principles adding critical and social perspectives as a way of expanding his legacy to global contemporary needs such as a critical reflection from the perspective of social change, social dynamics and human development, ethical-political situations of action power, dialectic relationship of the human being with society, contradictions in an individual's dramatic life events and awareness of the social environment to actively change the existing forms of life.

Ideal for undergraduate and graduate level courses in Sociology and Education, Educational Policy, Social Justice and Education, Education, Power and Social Change, and Youth, Education and Society.



Connie L. Schaffer · Meg White · Martha Graham Viator

William Frantz Public School

A Story of Race, Resistance, Resiliency, and Recovery in New Orleans

New York, 2020. XXI, 302 pp., 8 b/w ill., 1 color ill., 1 table.

History of Schools and Schooling, vol. 65

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Why should you care about what happened to William Frantz Public School? Yes, Ruby Bridges entered the iconic doors of William Frantz in 1960, but the building's unique role in New Orleans school desegregation is only one part of the important history of this school. Many additional and equally important stories have unfolded within its walls and the neighborhoods surrounding it. These stories matter.

It matters that society has historically marginalized Black students and continues to do so. It matters that attempts to dismantle systemic racism in schools and other institutions still face strong resistance, and these issues continue to deeply divide the United States. It matters that the building remains standing as an indomitable symbol of the resiliency of public education despite decades of waning support, misguided accountability, and a city devastated by Hurricane Katrina. It matters that opportunism, under the guise of recovery, reshaped public education in New Orleans.

William Frantz Public School: A Story of Race, Resistance, Resiliency, and Recovery in New Orleans provides more than an examination of education in one school and one city. It recounts a story that matters to anyone who cares about public education.

Ideal for undergraduate and graduate courses in Public Education, Civil Rights, and Sociology such as The Urban Teacher and Urban Environments.

Barbara Dennis

Walking with Strangers

Critical Ethnography and Educational Promise

New York, 2020

Critical Qualitative Research. Vol. 29

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This book tells the methodological tale of a long term critical ethnography with a midwestern school district whose new language learning, transnational population was increasing. Rather than report on the findings of the study, the author shares the intimate methodological details of doing participatory ethnography of a school under transformation. Approaches aimed at shifting attitudes and possibilities included the use of Theatre of the Oppressed and analyses of monocultural mythmaking introducing new concepts. The author introduces an analysis of change that builds from a David Wood's deconstruction of time. Taken all together, the book illustrates creative and novel ways to engage in social justice transformation with school partners using participatory critical ethnography.

Ideal for Critical Ethnographers who want to see inside the Methodological Practices of doing long term Social Justice Oriented Research in Schools.

Michael E. Karpyn (eds.)

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

New York, 2020

Teaching Critical Themes in American History. Vol. 2

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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. This volume 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 or graduate level social studies educational methods courses.

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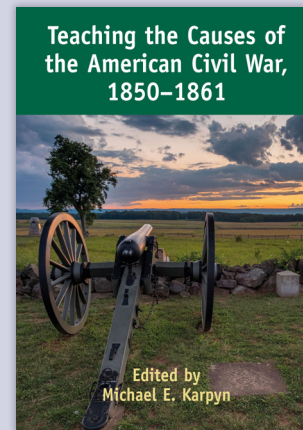
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In the United States, the Common Core Standards, the C3 Framework for Social Studies Standards (NCSS), and the 10 themes of the National Curriculum Standards (NCS/NCSS) each pose challenges for teachers preparing to teach skills, content, and critical issues of American history. The problem for many middle and secondary teachers is that textbooks do not contain sufficient primary source documents and varied secondary literature linked to these standards. The volumes in the Teaching Critical Themes in American History fill this need by providing teachers with history content, pedagogical strategies, and teaching resources. The series is organized around key problems/issues in American history so that teachers can select which critical topics upon which they might want to concentrate.

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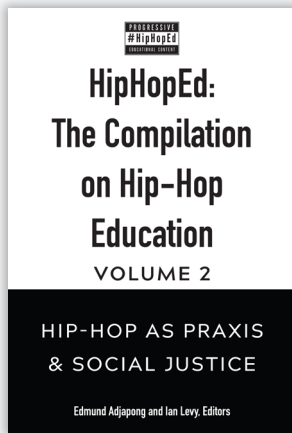
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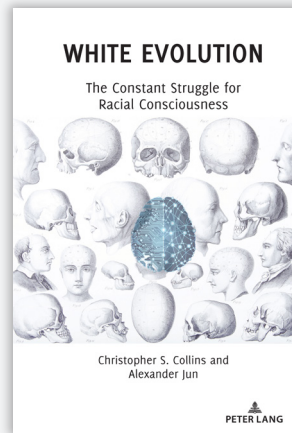
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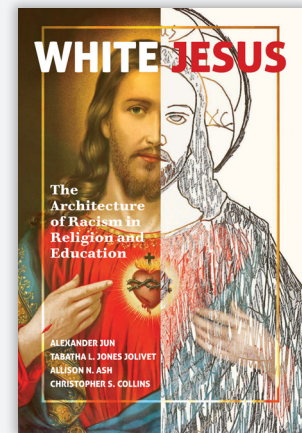
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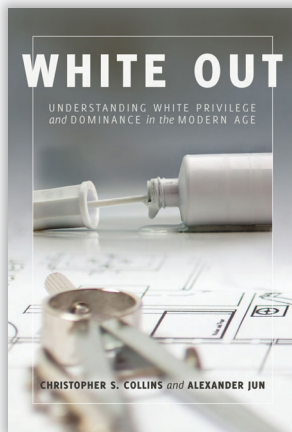
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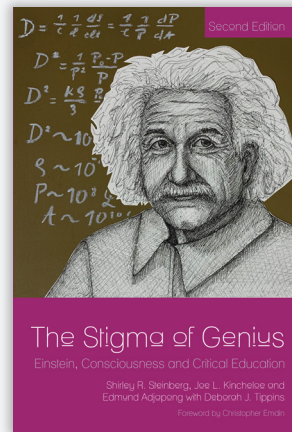
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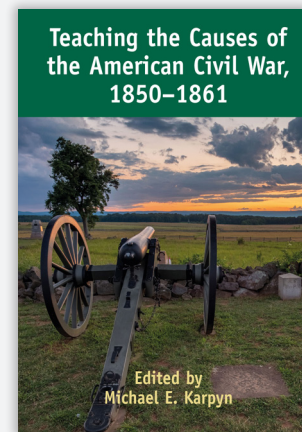
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