



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

2019 SPRING



MULTI
DISCIPLINARY
TEXTBOOK CATALOGUE

Editorial	1
Race, Culture & Education	2
Critical Pedagogy	6
Philosophy of Education	9
Curriculum: Language & Literature	9
Disability Studies	11
Environmental Education	12
Higher Education	12
Language and Literature	12
Youth Studies	14
Gender Studies	14
Media	15
Journalism	17

Communication	18
Health Communication	20
Political Communication	20
Political Science	21
Award Winners	23
Index	24
Peter Lang, International Academic Publishers	26
Our Representatives – Print	27
Our Representatives – eBooks	28

Please note that prices are subject to change.

order

IN THE UNITED STATES

- peterlang.com
- 703-661-1584
- Fax: 1-703-996-1010
- Email: peterlang@presswarehouse.com

OUTSIDE THE UNITED STATES

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

EBOOK PRICE POLICY

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

EXAM POLICY

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

Pricing notes:

- * additional shipping and handling charges apply
- * €^D includes VAT—valid for Germany & EU customers | €^A includes VAT—valid for Austria

Spring 2019

Dear colleagues and customers,

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

In Education, we are delighted to introduce some of our excellent new projects such as *African American Studies: The Discipline and Its Dimensions*, by Nathaniel Norment, and *Centering Race in the STEM Education of African American K–12 Learners*, as well as *Writing for College and Beyond: Life Lessons from the College Composition Classroom* by Charlotte L. Kent, the debut volume in our *Writing in the 21st Century. Interdisciplinary Approaches to Instruction, Practice, and Theory* series. We are excited to have a new series on our list – *Hip-Hop Education: Innovation, Inspiration, Elevation* – with editors Chris Emdin (Teachers College) and Edmund Adjapong (Seton Hall University) and welcome new submissions!

We are pleased to introduce the new Open Access journal, *Philosophy and Theory in Higher Education*, edited by John E. Petrovic, available this spring. Accolades for our Education titles include, two AESA Critics' Choice Awards, *A Black Woman's Journey from Cotton Picking to College Professor: Lessons about Race, Class, and Gender in America*, by Mena Pratt-Clarke, and *Critical Multicultural Perspectives on Whiteness: Views from the Past and Present*, by Virginia Lea.

Our Media and Communication program is quite strong with many timely new releases including Elizabeth McLaughlin's *Women's Voices of Duty and Destiny: Religious Speeches Transcending Gender*, the first volume in our new *Speaking of Religion* series.

Accolades for our Media titles include National Communication Association's 2018 Philosophy of Communication Division Top Edited Book, awarded to *Communicology for the Human Sciences: Lanigan and the Philosophy of Communication*, edited by Andrew R. Smith, Isaac E. Catt and Igor E. Klyukanov.



We are proud to announce new paperback editions of both, Julie A. Webber's *Beyond Columbine: School Violence and the Virtual* and *Fighting Words: Fifteen Books that Shaped the Postcolonial World*, edited by Dominic Davies, Erica Lombard, and Benjamin Mountford, making them more accessible for course use.

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

Exam copies are available for all of our classroom books – I encourage you to look closely at the titles in this catalogue and request copies of those volumes that would be of use in your Classroom. I also invite you to consider us as your next publisher – if you are working on a manuscript or prospectus in any of our publication fields, let one of our friendly acquisitions editors know. I am certain that you will find the publishing process with Peter Lang a rewarding experience.

Best wishes,

Farideh Koohi-Kamali

Senior Vice President

Farideh.Koohi@plang.com

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

Education

Patricia Mulrane Clayton,
Execute Editor and Publisher
Pattym@plang.com

Media and Communication, Performing Arts

Erika Hendrix,
Acquisitions Editor
Erika.Hendrix@plang.com

Regional Studies: Middle East, Asian, and Latin America

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

Humanities: Literature, History, Religion, Philosophy

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

Politics, International Relations

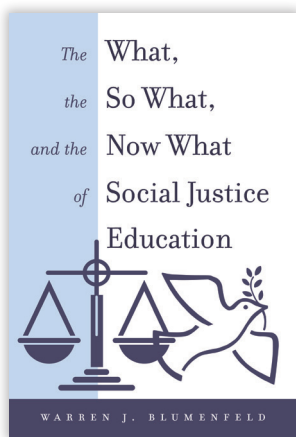
Michelle Smith,
Acquisitions Editor
Michelle.Smith@plang.com

Latin American Studies

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

China Studies

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



Warren J. Blumenfeld

The What, the So What, and the Now What of Social Justice Education

New York, 2018. XVI, 298 pp., 4 b/w ill., 2 tbl.

Equity in Higher Education Theory, Policy, and Praxis. Vol. 12

pb. ISBN 978-1-4331-6098-1
CHF 50.- / €^D 42.95 / €^A 44.- / £ 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6062-2
CHF 50.- / €^D 47.95 / €^A 48.- / £ 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6099-8
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

The What, the So What, and the Now What of Social Justice Education uses a three-tier format to present a foundational guide for the implementation of social justice education. The book also outlines some best theoretical practices that can be developed to work toward more equitable communities. *The What, the So What, and the Now What of Social Justice Education* begins with the *What* of social justice education by defining primary and secondary terminology and introducing an overarching conceptual framework within this field of inquiry. The *So What* of social justice education highlights the importance of studying this field of inquiry and promotes why one should strive to reduce social inequities and make our world more socially just. The *Now What* of social justice education provides some best theoretical practices that can be used and adapted by individuals, institutions, and larger societies to work toward short- and long-term solutions in working toward a more equitable and less oppressive world. Each tier introduces influential researchers, theorists, and practitioners who have significantly advanced our understanding of issues connected to social justice education pedagogy and practice. *The What, the So What, and the Now What of Social Justice Education* is suitable for both graduate and undergraduate courses in education. The book can also function as a primary academic and training source for educators and educational staff, as well as a reference for academic researchers in several disciplines and as a resource for community organizing and activism.

Ideal for courses in Social Justice Issues in Education, Contemporary and Historical Constructions of Social Justice Education, and Education for Social Justice.



Theodore W. Burgh

Is God Funky or What?

Black Biblical Culture and Contemporary Popular Music

New York, 2019. XIV, 250 pp.

Black Studies and Critical Thinking. Vol. 111

pb. ISBN 978-1-4331-4948-1
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-6117-9
CHF 42.- / €^D 40.95 / €^A 41.- / £ 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-4949-8
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Black music is a powerful art form. Artists' creations often go where words cannot. The music is special—sacred. However, it's still frequently shoehorned into the ambiguous categories of secular and sacred. *Is God Funky or What?: Black Biblical Culture and Contemporary Popular Music* complicates the traditional categories of sacred and secular by exposing religious rhetoric and contexts of contemporary popular black music and by revealing the religious-based biblical references and spirituality that form the true cultural context from which these genres emerge. The personal beliefs of black music artists often include, if not revolve around, the heavens. How come we are bombarded by the «thank Gods» in televised award shows, liner notes, or interviews for songs by musicians that some millennials might call «ratchet»? *Is God Funky or What?* shares anecdotes probing connections between specific forms of popular black music and religion. The qualifications of sacred and secular typically depend on context, lyrics, location, and audience (age, race, religion). Through a woven narrative of lyrics, godly acknowledgments, recorded and original interviews, biographies, and recordings from various genres of black music, this book explores

how artists have intertwined views of God, perspectives regarding a higher power, spirituality, and religion in creating their music. Their creations make up an organic corpus called the Artistic Black Canon (ABC). Using the ABC, this book shares and explores its remarkable interpretations and ideas about life, music, spirituality, and religion. *Is God Funky or What?* also shares how we can better make use of this music in the classroom, as well as better understand how essential it is to the lives of many.

Ideal for courses in Religion and Music; Race, Religion, and Ethnicity; Music, Religion, & Activism; and Religion and Society.

Rochelle Brock (ed.)

Sista Talk Too

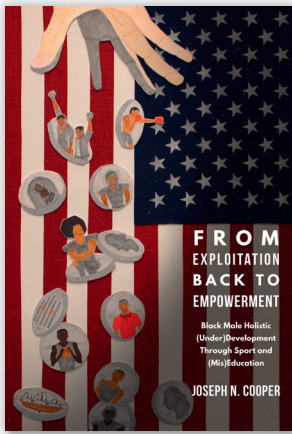
New York, 2019

Counterpoints. Studies in Criticality. Vol. 530

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

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

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



Joseph N. Cooper

From Exploitation Back to Empowerment

Black Male Holistic
(Under)Development Through
Sport and (Mis)Education

New York, 2019. XII, 342 pp., 6 b/w ill., 1 table

pb. ISBN 978-1-4331-6155-1
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6090-5
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6156-8
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Previous critics have documented the damaging effects of the current exploitative sporting and education structures in the United States on Black males and the broader Black community. However, largely missing from scholarly literature and popular discourses on this topic is a comprehensive analysis of the heterogeneity among Black male athletes' lived experiences and outcomes over their lifespans. *From Exploitation Back to Empowerment: Black Male Holistic (Under)Development Through Sport and (Mis)Education* by Joseph N. Cooper addresses three major issues: (1) the under theorization of Black male athletes' socialization processes, (2) the preponderance of deficit-based theories on Black male athletes, and (3) the lack of expansive analyses of Black male athletes from diverse backgrounds. Grounded in empirical research, this text outlines five socialization models of Black male holistic (under)development through sport and (mis)education. The five socialization models include: (a) illusion of singular success model (ISSM), (b) elite athlete lottery model (EALM), (c) transition recovery model (TRM), (d) purposeful participation for expansive personal growth model (P²EPM), and (e) holistic empowerment model (HEM). Using ecological, race-based, gender-based, psychological, and athletic-based theories, each of the proposed models incorporates critical sociological insights whereby multi-level system factors (sub, chrono, macro, exo, meso, and micro) along with various intersecting identities and additional background charac-

teristics are taken into account. In addition, historical, sociocultural, political, and economic conditions are examined in relation to their influence on Black males' socialization in and through sport and (mis)education. This nuanced analysis allows for the development of a systematic blueprint for Black male athletes' holistic development and more importantly collective racial and cultural uplift.

African Americans In Sports, The Intersections of Race and Sport Culture and Education; African American Experiences in Sport Culture; Diversity Issues in Sport and Sport Industries; Critical Race Theory, Student Athlete Identity Development; Sociocultural Influences in Sport and Institutions of Higher Education.

Vernon C. Lindsay

Capoeira, Black Males, and Social Justice

A Gym Class Transformed

New York, 2019

Global Intersectionality of Education, Sports, Race, and Gender. Vol. 1

pb. ISBN 978-1-4331-6590-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6045-5
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6084-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Are you interested in working with African-American male students to help them succeed beyond the classroom? If so, this book is for you! Capoeira is a martial art created by enslaved Africans in Brazil, and it combines self-defense tactics with dance movements, percussion instruments, freedom songs, sacred rituals, acrobatic maneuvers, and communal philosophies. Through this highly-anticipated follow-up book to *Critical Race and Education for Black Males: When Pretty Boys Become Men*, Dr. Lindsay illustrates how Capoeira can serve as a resource to encourage positive self-awareness, leadership, and social justice activism among African-American males. This book represents thirteen years of Dr. Lindsay's experiences in Capoeira and illustrates how a physical education class evolved into an after-school program aligned with a culturally responsive curriculum. Through research collected at a Chicago elementary school, *Capoeira, Black Males, and Social Justice: A Gym Class Transformed* shows how teachers can use culturally responsive curricular methods to engage African-American male students in meaningful lessons, conversations, and actions. This book is a must-read for teachers and administrators in urban school settings. It demonstrates the potential impact of schools in

an era where race, gender, sexuality, economic status, and age continue to influence opportunities. Courses with the following themes will benefit from this book: critical race theory in education; African Americans and schooling; introduction to urban education; race, sports, and extracurricular programs; critical pedagogy; gender, difference, and curriculum; teaching and learning in the multicultural, multilingual classroom.

Ideal for courses in critical race theory in education; African Americans and education; introduction to urban education; social theory in educational foundations; critical pedagogy; gender, difference, and curriculum; teaching and learning in the multicultural, multilingual classroom.

Jennifer Matos

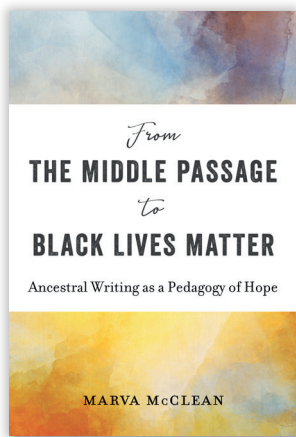
La Familia and Other Secret Ingredients to Latinx Student Success

New York, 2019

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

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

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



Marva McClean

From the Middle Passage to Black Lives Matter

Ancestral Writing as a Pedagogy of Hope

New York, 2019

pb.	ISBN 978-1-4331-5547-5
CHF 42.- / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95	
eBook	ISBN 978-1-4331-5491-1
CHF 42.- / € ^D 40.95 / € ^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95	
hb.	ISBN 978-1-4331-5546-8
CHF 118.- / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95	

In this narrative rooted in auto-ethnography, the author juxtaposes her personal story with that of international stories of resistance to oppression and calls on educators to include children's personal stories as critical pedagogy to honor their funds of knowledge and foster their historical consciousness. With a focus on 18th-century freedom fighter Nanny of the Maroons, the text emphasizes the historical connections between Indigenous people worldwide who have harnessed their ancestral roots to disrupt cultural hegemony. The book emphasizes the imaginative and radical assertions of the enduring resistance of the formerly colonized, going back to the era of slavery through to the Civil Rights Movement and Black Lives Matter and calls for a radical shift in the global curriculum to include these stories. Storytelling is acknowledged as an intergenerational teaching methodology rooted in Indigenous Epistemology which serves to honor our common humanity. The essential message of the text is conveyed through the socio-educational and cultural interventions that are asserted as transformational pedagogy that will serve to elevate students' voices and promote their academic achievement. This book bears witness to the ways in which the history and sociocultural background of Indigenous people have been ignored and at times rendered invisible or inconsequential, and offers innovative strategies to correct history and write Indigenous people into the literature with creativity and sensitivity. *From the Middle Passage to Black Lives Matter* is a narrative of social justice which seeks to raise the reader's historical consciousness and provide authentic strategies to decolonize the global curriculum.

Ideal for undergraduate and graduate courses in Race, Class & Gender Issues in Education, Global Perspectives of Curricular Trends across Nations, Colonialism & Indigeneity, The Civil Rights Movement. Emancipation in the Americas, and The Black Experience in the US after 1865.

Abdin Noboa-Rios

The Story of Latinos and Education in American History

New York, 2019

Critical Studies of Latinxs in the Americas. Vol. 21

pb.	ISBN 978-1-4331-6735-5
CHF 42.- / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95	
eBook	ISBN 978-1-4331-5926-8
CHF 42.- / € ^D 40.95 / € ^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95	
hb.	ISBN 978-1-4331-6736-2
CHF 118.- / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95	

Academic year 2014-15 marked the first year that public school enrollment (preK-12) became majority *nonwhite*, with the Hispanic/Latino as the largest minority. Significant population shifts have continued to occur, with Latinos now representing 1-in-4 (28%) public school students. Meanwhile, the public schools are in

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

Ideal for undergraduate and graduate courses in instruction & curriculum, teacher development, minority studies, Latino studies, special issues and/or leadership development.

Nathaniel Norment, Jr.

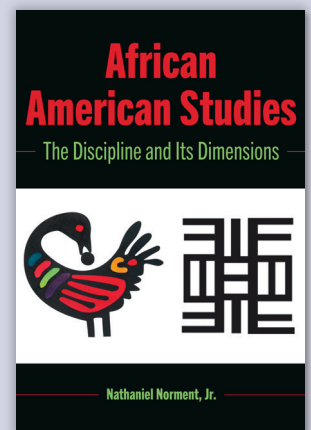
African American Studies

The Discipline and Its Dimensions

New York, 2019

Black Studies and Critical Thinking. Vol. 110

pb.	ISBN 978-1-4331-6129-2
CHF 72.- / € ^D 62.95 / € ^A 64.20 / € 58.30 / £ 47.- / US-\$ 69.95	
eBook	ISBN 978-1-4331-5937-4
CHF 72.- / € ^D 69.95 / € ^A 70.- / € 58.30 / £ 47.- / US-\$ 69.95	
hb.	ISBN 978-1-4331-6130-8
CHF 154.- / € ^D 133.95 / € ^A 137.50 / € 125.- / £ 100.- / US-\$ 149.95	



African American Studies: The Discipline and Its Dimensions is a comprehensive resource book that recounts the development of the discipline of African American Studies and provides a basic reference source for sixteen areas of knowledge of the discipline: anthropology, art, dance, economics, education, film, history, literature, music, philosophy, psychology, religion, sociology, political science, science and technology, sports and religion. *African American Studies* defines bodies of knowledge, methodologies, philosophies, disciplinary concepts, contents, scope, topics scholars have concerned themselves, as well as the growth, development, and present status of the discipline. *African American Studies* validates that African American Studies is a unique and significant discipline—one that intersects almost every academic discipline and cultural construct—and confirms that the discipline has a noteworthy history and a challenging future. The various bodies of knowledge, the philosophical framework, methodological procedures, and theoretical underpinnings of the discipline have never been clearly delineated from an African-centered perspective.

Undergraduate and graduate courses in Introduction to African American and Black Studies.

Lilia D. Monzó

A Revolutionary Subject

Pedagogy of Women of Color and Indigeneity

New York, 2019

Education and Struggle. Narrative, Dialogue, and the Political Production of Meaning. Vol. 10

pb. ISBN 978-1-4331-3406-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5919-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3407-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

A Revolutionary Subject: Pedagogy of Women of Color and Indigeneity is a call to radical educators, grassroots organizers, and others on the left to recognize the enormous historical legacy of and potential for revolutionary praxis that exists among Women of Color and Indigeneity. Today's world owes its unmitigated greed, suffering, and unfreedoms to the capitalist production processes that have deformed our humanity, alienating us from our selves and each other and robbing us of our sense of agency. Yet in these darkest hours, we see the glimmers of hope that exist as people become impelled to stand up for justice. As the most hyper exploited peoples on Earth, Indigenously women and Women of Color bring an unparalleled impetus for social change and a diverse ontological and epistemological clarity and creativity that lends promise to the awesome task of creating a better world – one founded on real freedom, equality, and justice. The author also argues for a Marxist-humanist alternative and revitalizes Marx's dialectics to challenge class-reductionism, arguing for a class struggle that is also necessarily anti-racist, anti-sexist and supports Muslims, LGBTQIA, and all other oppressed groups. A revolutionary critical pedagogy that engages Women of Color and Indigeneity as Subjects of revolution is expounded. This book is especially appropriate for courses on women's studies, education and critical pedagogy, and ethnic studies, wherein too often Women of Color and Indigenous women remain invisible.

Ideal for undergraduate courses in Ethnic Studies, Chicana and Latina Sociology; Race, Gender, and Sexuality; Ideal for undergraduate courses in Ethnic Studies, Chicana and Latina Sociology; Race, Gender, and Sexuality; Anthropology, Women's studies, and Sociology as well as graduate courses in Critical education.

Sterling J. Saddler ·
Maureen P. Bezold (eds.)

Brothers in Charge

Black Male Leadership in Higher Education and Public Health

New York, 2019. XII, 150 pp.

Black Studies and Critical Thinking. Vol. 73

pb. ISBN 978-1-4331-3129-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5980-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3130-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The U.S. Bureau of Labor Statistics (2012) reported that in 2011, black males held 9.7 percent of management positions in the United

States. *Brothers in Charge: Black Male Leadership in Higher Education and Public Health* offers the unique perspectives of a number of black males who have attained leadership positions against many odds in higher education or in public health. This book includes contributed chapters by Dr. Alphonso Simpson, Dr. John R. Lumpkin, Dr. Sherwood Thompson, Dr. John C. Williams, and others. *Brothers in Charge* is meant to inspire leaders of today and tomorrow to seek positions in disciplines where they are underrepresented, especially within the education and health fields. *Brothers in Charge* is intended for professionals in both higher education and public health who aspire to be leaders in these disciplines.

Ideal for courses in diversity, leadership, and management.

Glenda M. Prime (ed.)

Centering Race in the STEM Education of African American K–12 Learners

New York, 2019. XII, 192 pp., 6 b/w ill., 2 tables

pb. ISBN 978-1-4331-6175-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6177-3
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6176-6
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95



Centering Race in the
STEM Education of
African American
K–12 Learners

Glenda M. Prime, Editor

Centering Race in the STEM Education of African American K–12 Learners boldly advocates for a transformative approach to the teaching of STEM to African American K–12 learners. The achievement patterns of African American learners, so often described as an «achievement gap» between them and their White peers, is in fact the historical legacy of slavery and the racial hierarchy that was necessary to maintain it. The achievement gap is a contemporary manifestation of the racial hierarchy that continues in STEM to the present time. The racial hierarchy in STEM education is upheld by structural arrangements, policies, and practices, sometimes invisible, but ultimately denies access and depresses performance of African American K–12 learners in STEM. This book argues that disrupting these patterns of achievement and realizing more equitable outcomes for this demographic is essentially a political act that requires that race be overtly addressed and centered in the STEM education of these children—an approach called «race-visible pedagogy.» While this approach incorporates some of the elements of culturally responsive pedagogy and other anti-racist or liberatory pedagogies, it advances the thinking about such approaches by shifting the emphasis from the outcomes of such pedagogies to the experience of them. This book covers a range of issues related to the STEM education of African American K–12 learners and includes theoretical pieces that offer insightful, new, and asset-based, as opposed to deficit-based, frameworks for understanding and disrupting the patterns of achievement of African American children, as well examples of the practice of race-visible pedagogies.

Ideal for graduate level courses such as Curriculum Design and Development courses in Science and mathematics, Assessment and Evaluation of Mathematics and Science Learning, Contemporary issues in Urban Education, Current Trends in STEM Education, Science and Society, Preparation of Teachers for Urban STEM Classrooms, and Transformative Education in STEM.

Brian Charest · Kate Sjoström

Unsettling Education

Searching for Ethical Footing
in a Time of Reform

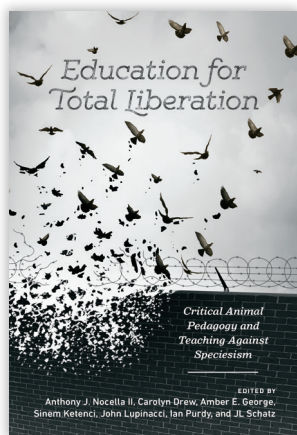
New York, 2019

Social Justice Across Contexts in Education. Vol. 11

pb. ISBN 978-1-4331-6701-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6702-7
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6350-0
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Unsettling Education: Searching for Ethical Footing in a Time of Reform produces a counter-narrative to the prevailing orthodoxies of schooling and school reform that conflate education and learning with that which can be measured on state-mandated examinations. The central argument of the book is that despite the push to «settle» the purposes of teaching and schooling in ways that see education as the teaching of a discrete set of skills that align with standardized exams, there are teachers and students who continue to resist standardization and whose stories suggest there are many ways to organize schools, design curriculum, and understand the purposes of education. *Unsettling Education* shares stories of how teachers have resisted state and local mandates to teach to the test in dehumanizing ways, how such teachers have sought to de-commodify educational spaces, how they have enacted their ethical commitments to students and communities, and how they have theorized such practices, sometimes even re-considering their role as teachers and the very purposes of schooling. Volume contributors offer concrete ways in which teachers might challenge the structures of schooling to reveal the full humanity and potential of students through different forms of resistance pedagogy, institutional critiques, and critical self-reflection. Featuring a wide range of voices and contexts, the collections' chapters blend story and theory, resulting in a volume both accessible and thought-provoking to varied audiences—from undergraduate students of education and concerned citizens to veteran educators, teacher educators, administrators and policy makers.

Ideal for undergraduate & graduate courses in Foundations of Education, Foundations of Literacies, Critical Pedagogy, and English Education & graduate Language and Literacy courses.



Anthony J. Nocella II · Carolyn Drew ·
Amber E. George · Sinem Ketenci ·
John Lupinacci · Ian Purdy ·
Joe Leeson-Schatz (eds.)

Education for Total Liberation

Critical Animal Pedagogy and Teaching
Against Speciesism

New York, 2019. XII, 212 pp.

Radical Animal Studies and Total Liberation. Vol. 2

pb. ISBN 978-1-4331-3434-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5788-2
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3435-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Education for Total Liberation is a collection of essays from leaders in the field of critical animal pedagogy (CAP). CAP emerges from activist educators teaching critical animal studies and is rooted in critical theory as well as the animal advocacy movement. Critical animal studies (CAS) argues for an interdisciplinary approach to understanding our relationships with nonhuman animals. CAS challenges two specific fields of theory: (1) animal studies, rooted in vivisection and testing on animals in the hard sciences and (2) human-animal studies, which reinforces a socially constructed binary between humans and animals and adopts abstract theoretical approaches. In contrast, CAS takes a progressive and committed approach to scholarship and sees the exploitation of nonhuman animals as interrelated with oppression of humans based on class, gender, race, ability, sexuality, age, and citizenship. CAS promotes the liberation of all animals and challenges all systems of domination. *Education for Total Liberation* is appropriate for undergraduate and graduate level readers (and beyond) who wish to learn from examples of radical pedagogical projects shaped by CAS and critical pedagogy. Contributing to this collection are Anne C. Bell, Anita de Melo, Carolyn Drew, Amber E. George, Karin Gunnarsson Dinker, Sinem Ketenci, John Lupinacci, Anthony J. Nocella II, Sean Parson, Helena Pedersen, Ian Purdy, Con-

stance L. Russell, J.L. Schatz, Meneka Repka, William E. Shanahan III, and Richard J. White.

Ideal for courses in Place-Based Education, School and Society, Environment, Education & Culture, Linking Communities to the Classroom, Foundations of Education, Social Justice Education, School Policy, Animal Rights, Ethics, Philosophy of Education, Social Problems, Urban Education, Youth Culture, Youth Advocacy Studies, Justice Studies, and Urban Teaching.

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

Intersectionality of Critical Animal Studies

A Historical Collection

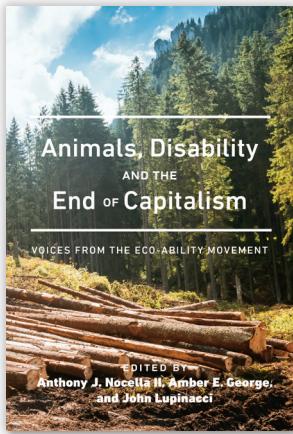
New York, 2019

Radical Animal Studies and Total Liberation. Vol. 5

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

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

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



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

Animals, Disability, and the End of Capitalism

Voices from the Eco-ability Movement

New York, 2019. XVI, 128 pp.

Radical Animal Studies and Total Liberation. Vol. 1

pb ISBN 978-1-4331-3515-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5741-7
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-3516-3
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Animals, Disability, and the End of Capitalism is a collection of essays from the leaders in the field of eco-ability. The book is rooted in critical pedagogy, inclusive education, and environmental education. The efforts of diverse disability activists work to weave together the complex diversity and vastly overlooked interconnections among nature, ability, and animals. Eco-ability challenges social constructions, binaries, domination, and normalcy. Contributors challenge the concepts of disability, animal, and nature in relation to human and man. Eco-ability stresses the interdependent relationship among everything and how the effect of one action such as the extinction of a species in Africa can affect the ecosystem in Northern California. *Animals, Disability, and the End of Capitalism* is timely and offers important critical insight from within the growing movement and the current academic climate for such scholarship. The book also provides insights and examples of radical experiences, pedagogical projects, and perspectives shaped by critical animal studies, critical environmental studies, and critical disability studies. Contributors include Sarah R. Adams, Marissa Anderson, Judy K. C. Bentley, Mary Fantaske, Amber E. George, Ava HaberkornHalm, John Lupinacci, Hannah Monroe, Anthony J. Nocella II, Nicole R. Palotta, Meneka Repka, and Daniel Salomon.

Ideal for courses in Place-Based Education, School and Society, Special Education, Classroom Management,

Environment, Education & Culture, Linking Communities to the Classroom, Foundations of Education, Social Justice Education, School Policy, Animal Rights, Ethics, Philosophy of Education, Social Problems, Urban Education, Youth Culture, Youth Advocacy Studies, Justice Studies, and Urban Teaching.



Stephen Sadlier

Movements on the Streets and in Schools

State Repression, Neoliberal Reforms,
and Oaxaca Teacher Counterpedagogies

New York, 2019

pb. ISBN 978-1-4331-5382-2
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5383-9
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5381-5
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Research links social movement and education, but almost no related studies address classroom practices. Oaxacan teachers in this ethnography are political and pedagogical pioneers who move between the streets and schools. *Movements on the Streets and in Schools* materializes from the practices of politics, in classrooms, manifestations and rural *primaria* communities, in a major migration-sending region of Southeastern Mexico. *Movements on the Streets and in Schools* theorizes teaching and activism in creative tension, with what Anna Tsing called *friction* of global connection. Using friction, three contentious concepts emerge: quality, patrimony and governability. Through the engaged universals of quality, patrimony and governability, the book thickly describes and analyzes how activism and teaching intertwine, on the city streets and in the rural schools. Here, teaching, between uprisings, police raids and austerity reforms reveals how operating critically transcends a centered critical project. For instance, *quality*, to the state and corporate philanthropists leads to standardization, but parents and

pupils rally around quality education to demand learning-centered schools. Likewise, *patrimony*, may drive heritage for the tourist market; though patrimony also permits teachers to claim labor rights on historical grounds. Lastly, governability, an NGO imperative for Global Southern countries like Mexico, becomes pedagogical when the misrule of state authorities leads to police raids against teachers and cuts to public education. *Movements on the Streets and in Schools* is timely, as the activism-schooling nexus has just begun to generate interest with high profile events on and around campuses worldwide. Both pre- and in-service teachers, education activists, administrators, and professors alike will find this book essential in bringing activism into their classroom practices in a clear and cohesive manner.

Ideal for courses on School and Society, Multicultural Education, Foundations of Literacy, Education in a Global Society, Research in Lang., Literacy and Culture, Exploring Sociocultural Anthropology, and Social Movements in Education.

Mary Poplin · Claudia Bermudez (eds.)

Highly Effective Teachers of Vulnerable Students

Practice Transcending Theory

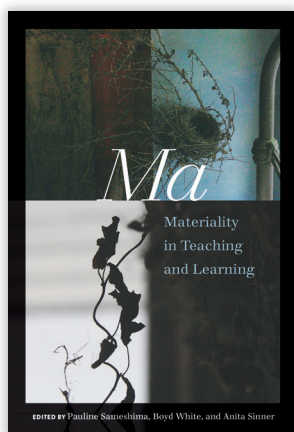
New York, 2019

Critical Education and Ethics. Vol. 10

pb. ISBN 978-1-4331-4932-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-4933-7
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-4931-3
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

In the pages of *Highly Effective Teachers of Vulnerable Students* lie the quintessential details of highly effective teachers working with students who live in poverty inside our public schools and community colleges. *Highly Effective Teachers of Vulnerable Students* contains the words and actions of the teachers that can inspire and direct any current or future teacher who wants to be great and be a part of inspiring young people to fulfill their potential. This is the grist we need to spark a reinvigorated critical national conversation about what it takes to really have highly effective teachers in low-income public schools and whether we have the moral courage to work as hard as they do to make educational equity a reality in our nation.

Ideal for courses studying teacher effectiveness, cultural capital, social capital, an high poverty schools.



Pauline Sameshima · Anita Sinner ·
Boyd White (eds.)

Ma

Materiality in Teaching and Learning

New York, 2019

Counterpoints. Studies in Criticality. Vol. 528

pb. ISBN 978-1-4331-3450-0

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

eBook ISBN 978-1-4331-5922-0

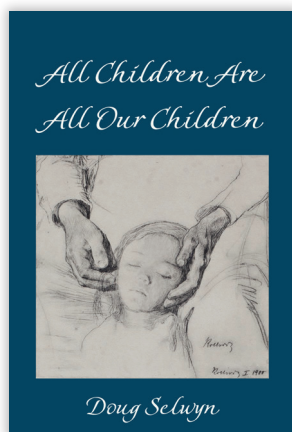
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95

hb. ISBN 978-1-4331-3451-7

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

Ma is a curriculum. The Japanese concept of ma refers to the interval between two markers. Ma is somatically constructed by a deliberate, attentive consciousness to what simultaneously is expressed, repressed, or suppressed between two structures. In a dialectic exploration, the spaces between— private/public, teacher/student, old/new, self/other, among others are probed in ways that contribute to the significant research in teaching and learning that has been undertaken in the last decades. Material culture is the study of belief systems, behaviours, and perceptions through artefacts and physical objects and is central to the socialisation of human beings into culture. The analysis of cultural materials offer sites for concretizing the self and the self in context. New materiality challenges assumptions and clichés and allows for possibilities not yet imagined, perhaps even inconceivable possibilities. New materiality approaches accept that matter itself has agency. As such, this book investigates the intersections at the core of ma, engagements wherein the investigations create something new, in order to demonstrate the layers of the teaching and learning self. Interpretations of the concept of ma articulate new definitions to improve the conditions, practices, products, and pedagogies of being a teacher/learner in the 21st Century. Ma is a site for epistemological understandings, threshold learnings, and self and curriculum becomings.

Ideal for undergraduate & graduate courses in Curriculum Studies and Curriculum Theory.



Doug Selwyn

All Children Are All Our Children

New York, 2019. XVI, 202 pp., 1 b/w ill., 1 tables

Counterpoints. Studies in Criticality. Vol. 529

pb. ISBN 978-1-4331-6164-3

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

eBook ISBN 978-1-4331-6165-0

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

hb. ISBN 978-1-4331-6163-6

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

What would schools and communities look like if the health and well-being of all our children were our highest priorities? More important than test scores, profits, or real estate values? What actions would we take if we wanted to guarantee that all our children were growing up with what they needed to be healthy, happy, and successful—and not just some of them? The United States was once among the healthiest countries in the world. As of now, it is ranked no better than twenty-ninth. Those who bear the brunt of our worsening health are the poor, people of color, and, most of all, our children. *All Children Are All Our Children* situates our ongoing health crisis within the larger picture of inequality and the complex interplay of systems in the U.S. based on class, privilege, racism, sexism, and the ongoing tension between the ideals of democracy and the realities of corporate capitalism. Public education is caught in the middle of those tensions. *All Children Are All Our Children* begins by defining what we mean by health, looking at the many factors that support or undermine it, and then identifies steps that can be taken locally in our schools and in our communities that can support the health and well-being of our young people and their families, even as we work towards necessary change at the state and national policy level.

Ideal for courses in educational foundations, social work, teacher education, sociology, health and human services and , principal preparation classes.

Gregory K. Tanaka (ed.)

Systemic Collapse and Renewal

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

New York, 2018. XXII, 252 pp., 4 b/w ill., 4 tbl.

pb. ISBN 978-1-4331-4826-2

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

eBook ISBN 978-1-4331-4745-6

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

hb. ISBN 978-1-4331-4740-1

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

In a time of great U.S. and global social unrest and unravelling, *Systemic Collapse and Renewal* presents a blueprint for how Americans can respond to that unrest by reclaiming and rebuilding our democracy. Part I of the book traces the deep, underlying sources of the disintegration and collapse. Through storytelling, case history, and ethnography, it examines how a small group of «elites» used ethnic diversity resulting from global migration to the U.S. as a distraction while they implemented a planned, behind-closed-doors strategy to seize the democracy and ruin the middle class. With the former representative democracy hijacked by these moneyed interests, this book demonstrates that it remains quintessentially American to believe that there is always a way out, and that the encroaching acts of fascism by «elites» can be pushed back and defeated. Tapping into this optimism, Part II of *Systemic Collapse and Renewal* sets forth a path for democratic rebirth. That path begins by examining that which was taken away: the shared meanings (cultural norms, beliefs, and behaviors) that are deeply American and can be re-taught, celebrated, and once again used by Americans to build social cohesion as a country. Part II also urges a new U.S. educational and social movement based on mutual reliance—and on the healing of wounds—for an increasingly diverse country. Democratic renewal begins with the simple step of sharing our stories and our dreams about how to make a better world.

Ideal for courses in Introduction to American Cultures, Social Foundations in Education, Politics in America, Anthropology of Education, Law, Government and Society, Business and Government, Introduction to Political Economy, Cultural Anthropology, Qualitative Research Methods, Race and Ethnicity in America, Urban Studies, Ethnic Studies, Participatory Democracy, Agency and the Subject



John E. Petrovic

Unschooling Critical Pedagogy, Unfixing Schools

New York, 2019. X, 170 pp., 3 b/w ill., 1 table

pb. ISBN 978-1-4331-6181-0
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 eBook ISBN 978-1-4331-6182-7
 CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
 hb. ISBN 978-1-4331-6185-8
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Though conservatives and criticalists perhaps espouse different values and social assumptions as rationale for reforming schools, they both seek to «fix» schools. *Unschooling Critical Pedagogy, Unfixing Schools* argues that in this move to fix, they both either deny or misread the material dimension of schooling, thereby unnecessarily limiting possibilities for human flourishing within educational environments. In order to unfix schools, making them dynamic and critical places of engagement, educators must review and revive their critical roots through Marx to overcome the educational necrophilia that has simply overwhelmed schools through the material conditions both within and without. Critical pedagogy is insufficient for such a project, with some iterations of it becoming errors of commission. Moving from Marx to Althusser to Illich, *Unschooling Critical Pedagogy, Unfixing Schools* concludes with a recommendation for unschooling in schools which requires getting students out of schools as much as possible.

Ideal for graduate level courses in Multicultural Education, Philosophy of Education, and Educational Policy

María Arreguín-Anderson · Illiana Alanís

Translingual Partners in Early Childhood Elementary-Education

Pedagogies on Linguistic and Cognitive Engagement

New York, 2019. 220 pp., 20 b/w ill., 22 tables

Critical Studies of Latinxs in the Americas. Vol. 12

pb. ISBN 978-1-4331-4939-9
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 eBook ISBN 978-1-4331-6464-4
 CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
 hb. ISBN 978-1-4331-4938-2
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

This book takes the reader through a journey into the practical and theoretical aspects of partner-based learning in bilingual early childhood environments. Beginning with chapter one, the authors present compelling arguments for the significance of this approach noting the parallels between partner-based collaborative learning and developmentally appropriate practices for young learners. Part one weaves in tenets of a LatCrit perspective to highlight intersections of a social justice orientation to learning and teaching and a collaborative approach that capitalizes on Latinx bilingual children's linguistic repertoire and cultural capital. The authors unpack the translingual partner construct unveiling the potential of bilingual children as meaning-makers and language problem solvers. Part two contextualizes the concept of translingual partner interactions in two early childhood classrooms. Then, to bridge theory and praxis, part three reveals what the authors have learned after thousands of observations, conversations, and interactions with bilingual teachers and young learners throughout the country. Readers will find considerations for the design of partner-based interactions. Specifically, we address criteria such as language proficiency, academic strengths, and learning styles. The authors include general guidelines for effective partner collaboration to assist teachers in the assessment of partner-based work. To bring the discussion full circle, the authors close with an example of a real-life partnership. Chicano leaders Dolores Huerta and César Chávez's partnership is portrayed in terms of their agency, impact, and connectedness with the community.

This book is appropriate for undergraduate and graduate (masters' level) courses on developmentally appropriate practices for young children and those related to bilingual, multilingual education. Given the breadth of aspects related to cognitive, linguistic and socio emotional aspects of learning that this book addresses, it can be used across a variety of courses in education.



Jacquelyn Chappel

Engendering Cosmopolitanism Through the Local

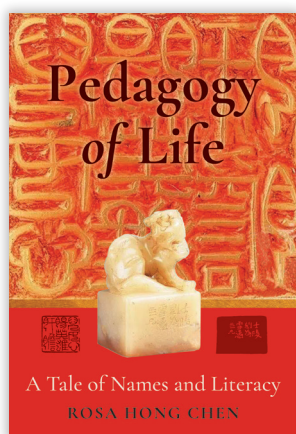
Engaging Students in International Literature Through Connections to Personal Experience and Culture

New York, 2019. XII, 124 pp., 1 b/w ill., 5 tbl.

pb. ISBN 978-1-4331-6415-6
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 eBook ISBN 978-1-4331-6014-1
 CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
 hb. ISBN 978-1-4331-6416-3
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Engendering Cosmopolitanism Through the Local presents a critique of multicultural education, which tends to focus on multiculturalism at the expense of a truly international curriculum. While lessons in multiculturalism are oftentimes well intentioned, this book begins with the premise that we do a disservice by imparting lessons in international culture and history through multiculturalism, which can perpetuate insularity even as it claims to promote global coverage. The book offers background on World Literature, a term used for one hundred years to refer to a global literary tradition; reviews the numerous challenges of reading cross culturally; and provides an overview of cosmopolitanism, a two-thousand-year-old concept referring to our ability to appreciate cultures and nations different from our own. The book also shares the stories of three teachers who engaged their students with international literature by connecting texts topically or thematically with the students' lived experiences. The book closes with suggested curriculum on modern Chinese literature. *Engendering Cosmopolitanism Through the Local* provides important and practical background information invaluable to courses on literacy, children's literature, multicultural education, and global studies.

Ideal for graduate & undergraduate courses in literacy, International/Global Education, and Multicultural Education.



Rosa Hong Chen

Pedagogy of Life

A Tale of Names and Literacy

New York, 2018. XLVIII, 238 pp., 24 b/w ill., 26 col. ill.

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 12

pb. ISBN 978-1-4331-5845-2
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6038-7
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6037-0
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

Pedagogy of Life takes its readers through the echoing stories of the half-century, historical Cultural Revolution of China to the literate lifeworld today. Rosa Hong Chen offers a gripping array of personal and kindred stories woven into the power of words and empathy of art through the volutes of writing and dancing for life, expressing genera of warm melancholy, weighty sensations, compulsive sobs, and refrained elation. It is for the existential history of individual lives and communal sharing that life creates a pedagogical condition of possible experiences. Life itself forms a historical and social path of human growth and maturation. In a philosophical and educational autoethnographical inquiry, the author examines the nature of literacy for those marginalized and oppressed; Chen explores how one's name and the ways in which that name is used affect a person's self-knowing and knowing of the world. This book exemplifies the idea that individuals' autobiographical stories are importantly connected to wider cultural, political, and social meaning and understanding. *Pedagogy of Life* echoes readers' musings, affects, relations, imagination, choice, learning, teaching, and much more, because we, each and all, have our own names, ways of uttering, writing, and dancing, and, ultimately, our own ways of living, knowing, and becoming.

Ideal for undergraduate and graduate courses in Curriculum Studies, Philosophy of Education, Language and Literacy Courses, Arts Education,

Qualitative Research Creative Writing courses, and Comparative Language Education courses

Amy E. Robillard · D. Shane Combs (eds.)

How Stories Teach Us

Composition, Life Writing, and Blended Scholarship

New York, 2019

pb. ISBN 978-1-4331-6592-4
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6437-8
CHF 129.- / €^D 123.95 / €^A 125.- / € 104.20 / £ 84.- / US-\$ 124.95
hb. ISBN 978-1-4331-6591-7
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

In *How Stories Teach Us*, Robillard and Combs leave behind the debate between the personal and the academic in composition studies in order to witness what happens when composition scholars allow both the personal and the academic to act upon them in the stories they tell. The editors and contributors, in blending their scholarship, celebrate the influence of life writing on their work and allow the contexts of their lives and the urgency of their stories to blend together for a range of approaches to scholarship and essay writing. The blended scholarship included in this collection features scholars and teachers dealing with loss, grief, illness, trauma, depression, abuse, gender identity, and the ravages of time. *How Stories Teach Us* is both a challenge and an invitation to composition scholars to pursue a fuller and more robust approach to their scholarship and life stories. It is also an invitation to teachers of composition to open up the potentials of blended scholarship to the students they teach.

Ideal for upper level undergraduate courses in advanced composition, life writing/narrative in theory and practice, and graduate seminars in rhetoric and composition studies.

Jerry Worley · Logan Roshell

Building, Maintaining, and Repairing Classroom Relationships

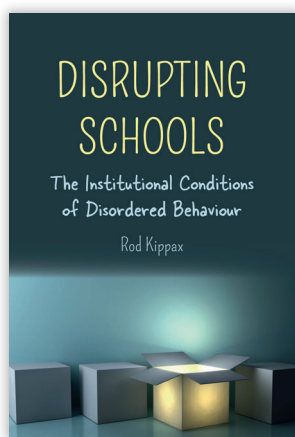
This Room of Earth and Sky

New York, 2019

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

Now, more than ever, students need our support. To meet their needs, we try to influence our students to break from the mainstream by inspecting their experiences, and therefore expressing their own values. This endeavor will lead to making choices that are best for them and others. An important pillar to our teaching philosophies is supporting our students in both relating and connecting to society, to have hope and joy for meeting the day full on. We believe in allowing students the opportunity to reveal their life histories, experiences, perspectives, and expectations while themed with the curriculum in our classes. This process will naturally build inter-subjectivity. A higher instance of inter-subjectivity will lead to meaningful relationships and higher achievement. In turn, this will lead to stronger social relatedness and connectedness. The purpose of *Building, Maintaining, and Repairing Classroom Relationships: This Room of Earth and Sky* is simple: to quickly build classroom relationships in a metaphorical, colorful, and creative way. We try to accomplish this goal by theming our curriculum with phenomenology, experience, and values clarification (PEVC) strategies. We have written this book for all teachers and schools, PK-12 to higher education. The importance of building, maintaining, and repairing relationships is constant. It never lets up. In our work place, we have dealt with the insufferable, the unbearable. We can either give up or seek a solution. We choose to continue crafting and mending relationships. To meet the needs of a variety of educators and leaders, this book is set up in concrete, sequential, and linear fashion. It is arranged to be browsed for quick reference for the teachers who are busy and need relationship building strategies, fast.

Ideal for courses in Teaching the Social Sciences; Social Studies Curriculum and Instruction; General Methods of Teaching; Social Foundations; and Historical, Legal, and Philosophical Foundations of Education.



Rod Kippax

Disrupting Schools

The Institutional Conditions of Disordered Behaviour

New York, 2019. XIV, 218 pp., 3 b/w ill., 3 tables

Disability Studies in Education. Vol. 23

pb.	ISBN 978-1-4331-6231-2
CHF 50.- / € ^D 42.95 / € ^A 44.- / £ 32.- / US-\$ 47.95	
eBook	ISBN 978-1-4331-6258-9
CHF 50.- / € ^D 47.95 / € ^A 48.- / £ 32.- / US-\$ 47.95	
hb.	ISBN 978-1-4331-6230-5
CHF 129.- / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95	

Disrupting Schools: The Institutional Conditions of Disordered Behaviour represents an applied sociological address to the intractable patterns of educational exclusion of students diagnosed with «emotional and behavioural disorders.» Starting with the finding that these students commonly share educational trajectories signposted by critical incidents and alienation, this book seeks a scientific solution to this problem via a more reflexive way of understanding these students' practices in situ—in order to avoid critical incidents and foster inclusion. Pursuing this logic, *Disrupting Schools* uses Bourdieu's theorising of practice and Sacks' Membership Categorisation Analysis and Conversation Analysis to prise open the epistemological dynamics of exclusion by forensically dissecting an incident of classroom violence leading to exclusion. This produces the discovery that institutional conditions operating within teacher-student interactions ensure, via psychologically informed knowledge construction practices, the non-conscious substitution of reflexive understanding for a symbolic violence that underwrites both critical incidents and exclusion. The discovery unlocks the possibility of systemic inclusion based on a consciously controlled reflexive understanding suggested by these findings.

Ideal for graduate seminars related to social inclusion and exclusion, educational inclusion, educational leadership, youth studies and youth/work, counselling, critical social

work, psychiatry and psychology, school counselling and school psychology, qualitative methodology, behaviour management, applied sociology, and applied ethnomethodology.

Christopher McMaster · Benjamin Whitburn (eds.)

Disability at the University

A Disabled Students' Manifesto

New York, 2019

pb.	ISBN 978-1-4331-6780-5
CHF 42.- / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95	
eBook	ISBN 978-1-4331-5518-5
CHF 42.- / € ^D 40.95 / € ^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95	
hb.	ISBN 978-1-4331-6779-9
CHF 118.- / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95	

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

Ideal for graduate courses in Disability Services in Higher Education.

Peter Smagorinsky · Joseph Tobin · Kyunghwa Lee (eds.)

Dismantling the Disabling Environments of Education

Creating New Cultures and Contexts for Accommodating Difference

New York, 2019

Disability Studies in Education. Vol. 50

pb.	ISBN 978-1-4331-6315-9
CHF 42.- / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95	
eBook	ISBN 978-1-4331-6361-6
CHF 42.- / € ^D 40.95 / € ^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95	
hb.	ISBN 978-1-4331-6316-6
CHF 118.- / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95	

The chapters in *Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference* challenge assumptions that view people of difference to be «abnormal,» that isolate attention to their difference solely in the individual, that treat areas of difference as matters of deficiency, and that separate youth of difference from the mainstream and treat them as pathologized. As outsiders to mainstream special education, the authors of this collection take a more social and cultural perspective that views the surrounding social environment as at least as problematic as any point of difference in any individual. Most of the scholars contributing to this volume work with preservice and inservice teachers and grapple with issues of curriculum and pedagogy. One of the primary audiences we hope to reach with this book is our colleagues and practitioners who have not made special education or disability studies the focus of their careers, but who, like we, are determined to engage with the full range of people who attend schools. *Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference* can be a valuable text for undergraduate and graduate courses in teacher education, as it addresses key issues of inclusion, diversity, equity, and differentiated approaches to educating the full range of students.

Ideal for graduate level courses such as Curriculum Design and Development courses in Science and mathematics, Assessment and Evaluation of Mathematics and Science Learning, Contemporary issues in Urban Education, Ideal for graduate level courses such as Curriculum Design and Development courses in Science and mathematics, Assessment and Evaluation of Mathematics and Science Learning, Contemporary issues in Urban Education, Current Trends in STEM Education, Science and Society, Preparation of Teachers for Urban STEM Classrooms, and Transformative Education in STEM.

Darcia Narvaez • Four Arrows • Eugene Halton • Brian S. Collier • Georges Enderle (eds.)

Indigenous Sustainable Wisdom

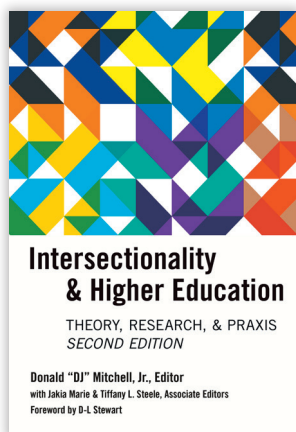
First-Nation Know-How for Global Flourishing

New York, 2019

pb. ISBN 978-1-4331-6364-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6008-0
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6365-4
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Indigenous Sustainable Wisdom: First Nation Know-how for Global Flourishing's contributors describe ways of being in the world that reflect a worldview that guided humanity for 99% of human history: They describe the practical traditional wisdom that stems from Nature-based relational cultures that were or are guided by this worldview. Such cultures did not cause the kinds of anti-Nature and de-humanizing or inequitable policies and practices that now pervade our world. Far from romanticizing Indigenous histories, *Indigenous Sustainable Wisdom* offers facts about how human beings, with our potential for good and evil behaviors, can live in relative harmony again. Contributions cover views from anthropology, psychology, sociology, leadership, native science, native history, and native art.

Ideal for courses such as Introduction to American Indian Studies & Indigenous Studies, Indigenous Issues in Global Perspectives, Multicultural America, Introduction to Indigenous Knowledges, Indigenous Women in the US, Critical Indigenous Studies, Indigenous Thought and Theory, Native American History & Culture, and History of American Indian Education.



Donald «DJ» Mitchell Jr. • Jakia Marie • Tiffany L. Steele (eds.)

Intersectionality & Higher Education

Research, Theory, & Praxis

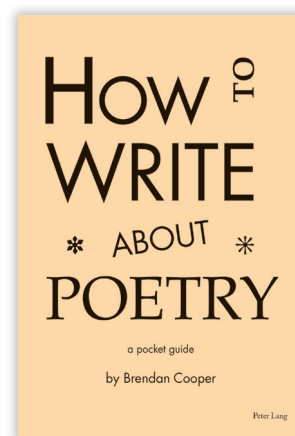
Second Edition

New York, 2019. XXIV, 242 pp., 3 b/w ill., 7 tables

pb. ISBN 978-1-4331-6535-1
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6527-6
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

Intersectionality is a term coined by Kimberlé Crenshaw in 1989. Crenshaw, a scholar of law, critical race theory, and Black feminist legal theory, used intersectionality to explain the experiences of Black women who—because of the intersection race, gender, and class—are exposed to exponential and interlocking forms of marginalization and oppression often rendering them invisible. The second edition of *Intersectionality & Higher Education: Theory, Research & Praxis* further documents and expands upon Crenshaw's articulation of intersectionality within the context of higher education. The text includes (a) theoretical and conceptual chapters on intersectionality; (b) empirical research and research-based chapters using intersectionality as a framework; and (c) chapters focusing on intersectional practices, all within higher education settings. The volume may prove beneficial for graduate programs in ethnic studies, higher education, sociology, student affairs, and women and gender studies and programs alike.

Ideal for Higher education/student affairs graduate courses in Race and gender in higher education, Race in higher education, Gender in higher education, Diversity in higher education, Critical issues in higher education, College student development theory, U.S. College students, Multicultural theory in higher education.



Brendan Cooper

How to Write About Poetry

A Pocket Guide

Oxford, 2019. VIII, 76 pp.

pb. ISBN 978-1-78874-728-8
CHF 13.– / €^D 10.95 / €^A 10.80 / € 9.90 / £ 8.– / US-\$ 11.95
eBook ISBN 978-1-78874-729-5
CHF 13.– / €^D 11.95 / €^A 11.80 / € 9.90 / £ 8.– / US-\$ 11.95

When secondary school or university students are asked what they find hardest about studying English, the most popular answer by far is poetry. This book is the first poetry analysis guide intended for all candidates studying English at secondary and university levels. Importantly, it is a «pocket guide»—concise and accessible. This means that all students will be able to find it useful, whether they happen to be struggling in the subject or trying to secure their own top-grade performance. The guide is organised into five short, reader-friendly chapters: an introduction, «Why is Poetry Difficult?», «What do Poems Mean?», «The Challenge of Poetic Form», and «How to Write an Essay on a Poem». Each of these chapters challenges particular misunderstandings about poetry while presenting some clear, practical strategies for how to analyse poems.

Ideal for advanced high school & introductory college literature courses.

now in paperback

Dominic Davies • Erica Lombard • Benjamin Mountford (eds.)

Fighting Words

Fifteen Books that Shaped the Postcolonial World

Oxford, 2019. XVIII, 282 pp., 4 coloured ill., 6 b/w ill.

Race and Resistance Across Borders in the Long Twentieth Century. Vol. 1

pb. ISBN 978-1-78997-422-5
CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95
eBook ISBN 978-1-78707-074-5
CHF 92.95 / €^D 83.95 / €^A 83.95 / € 69.95 / £ 56.95 / US-\$ 85.95
hb. ISBN 978-1-906165-55-0
CHF 87.95 / €^D 75.95 / €^A 76.95 / € 69.95 / £ 56.95 / US-\$ 85.95

Can a book change the world? If books were integral to the creation of the imperial global order, what role have they played in resisting that order throughout the twentieth century? To what extent have theories and movements of anti-imperial and anticolonial resistance across the planet been shaped by books as they are read across the world? *Fighting Words* responds to these questions by examining how the book as a cultural form has fuelled resistance to empire in the long twentieth century. Through fifteen case studies that bring together literary, historical and book historical perspectives, this collection explores the ways in which books have circulated anti-imperial ideas, as they themselves have circulated as objects and commodities within regional, national and transnational networks. What emerges is a complex portrait of the vital and multifaceted role played by the book in both the formation and the form of anticolonial resistance, and the development of the postcolonial world.

Ideal for courses in post colonial literature & post colonial theory.



Axel Goodbody · Adeline Johns-Putra (eds.)

Cli-Fi

A Companion

Oxford, 2019. VIII, 236 pp., 31 fig. col.

Genre Fiction and Film Companions. Vol. 2

pb. ISBN 978-1-78874-072-2
CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95
eBook ISBN 978-1-78874-073-9
CHF 39.– / €^D 36.95 / €^A 37.10 / € 30.90 / £ 25.– / US-\$ 37.95

What is Cli-Fi? Climate change fiction is a new literary phenomenon that emerged at the turn of the twenty-first century in response to what may be society's greatest challenge. Climate change is already part responsible for extreme weather events, flooding, desertification and sea level rise, leading to famine, the spread of disease, and population displacement. Cli-fi novels and films are typically set in the future, telling of disaster and its effect on hu-

mans, or they depict the present, beset by dilemmas, conflicts or conspiracies, and pointing to grave consequences. At their heart are ethical and political questions: will humankind rise to the challenge of acting collectively, in the interest of the future? What sacrifices will be necessary, and is a green dictatorship our only hope for survival as a species? Each chapter in this volume offers a way of reading a particular literary text or film, drawing attention to themes, formal features, reception, contribution to public debate, and issues for class discussion. Popular novels and films (Kim Stanley Robinson's *Science in the Capitol* trilogy, Michael Crichton's *State of Fear*, Ian McEwan's *Solar*, and *The Day after Tomorrow*) are examined alongside lesser known writing (for instance J. G. Ballard's «proto-climate change» novel *The Drowned World* and Antti Tuomainen's Finnish thriller, *The Healer*), and films not generally thought of as being about climate change (*Frozen* and *Take Shelter*). The book, which includes an introduction tracing the emergence and influence of cli-fi, is directed towards general readers and film enthusiasts as well as teachers and students. Written in an accessible style, it fills the gap between academic studies and online blogs, offering a comprehensive look at this timely new genre.

Ideal for course in climate fiction & climate change.

Charlotte L. Kent

Writing for College and Beyond

Life Lessons from the College
Composition Classroom

New York, 2019

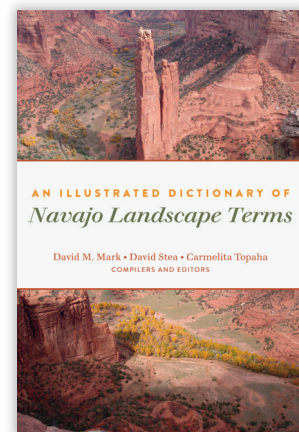
Writing in the 21st Century. Interdisciplinary Approaches to Instruction, Practice, and Theory. Vol. 1

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

Writing for College and Beyond: Life Lessons from the College Composition Classroom introduces the practical ways that the basic skills taught in the Freshman Composition course apply to the work place and in life. The composition class is a pre-requisite and General Education course for most colleges and universities in the United States and reaches students in every area of study. As people wonder about the value of a liberal arts education, and question whether colleges and universities are truly preparing students for the workforce, *Writing for College and Beyond* challenges those arguments by pointing out exactly how classroom policies and writing as-

signments apply beyond school walls. Professors, lecturers, and graduate students teaching Freshman Composition courses will find this book helpful. Also administrators who service the Freshman Composition population, such as Writing Center Directors will also find *Writing for College and Beyond: Life Lessons from the College Composition Classroom* a wonderful aid.

Ideal for undergraduate English composition courses Composition, Writing Across the Curriculum, and Writing Across the Disciplines.



David M. Mark · David Stea · Carmelita Topaha (eds.)

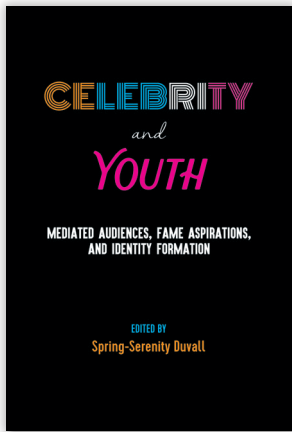
An Illustrated Dictionary of Navajo Landscape Terms

New York, 2019. XVIII, 98 pp., 44 color ill.

pb. ISBN 978-1-4331-6058-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6059-2
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6057-8
CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95

The Navajo language (Diné bizaad) has a vocabulary of landscape terms that allows speakers to communicate about their environment. This book documents that vocabulary and provides photographic illustration of many of the terms. The meanings of these terms seldom match the English-language terms one-to-one. Terms include explicit reference to earth materials such as water or rock/stone. Rather than alphabetically, this book is organized by material and form categories. This dictionary is a valuable resource for language preservation in schools and elsewhere, and for linguists, anthropologists, geographers, and earth scientists interested in indigenous conceptualization of landscape and environment.

Ideal for advanced courses in linguistics, Navajo languages, and Native American Studies



Spring-Serenity Duvall (ed.)

Celebrity and Youth

Mediated Audiences, Fame Aspirations, and Identity Formation

New York, 2019. VIII, 236 pp., 1 table

Mediated Youth. Vol. 29

pb.	ISBN 978-1-4331-4309-0
CHF 55.- / € ^D 47.95 / € ^A 48.60 / € 44.20 / £ 36.- / US-\$ 52.95	
eBook	ISBN 978-1-4331-4311-3
CHF 98.- / € ^D 94.95 / € ^A 95.- / € 79.20 / £ 64.- / US-\$ 94.95	
hb.	ISBN 978-1-4331-4310-6
CHF 98.- / € ^D 84.95 / € ^A 87.10 / € 79.20 / £ 64.- / US-\$ 94.95	

Celebrity and Youth: Mediated Audiences, Fame Aspirations, and Identity Formation makes an examination of contemporary celebrity culture with an emphasis on how young celebrities are manufactured, how fan communities are cultivated, and how young audiences consume and aspire to fame. This book foregrounds considerations of diversity within celebrity and fan cultures, and takes an international perspective on the production of stardom. Chapters include interviews with professional athletes in the United States about their experiences with stardom after coming out as gay, and interviews with young people in Europe about their consumption of celebrity and aspirations of achieving fame via social media. Other chapters include interviews with young Canadian women that illuminate the potential influence of famous feminists on audience political engagement, and critical analysis of media narratives about race, happiness, cultural appropriation, and popular feminisms. The current anthology brings together scholarship from Canada, the United States, Spain, and Portugal to demonstrate the pervasive reach of global celebrity, as well as the commonality of youth experiences with celebrity in diverse cultural settings.

Ideal for upper level undergraduate courses in media & gender.



Katherine A. Foss (ed.)

Beyond Princess Culture

Gender and Children's Marketing

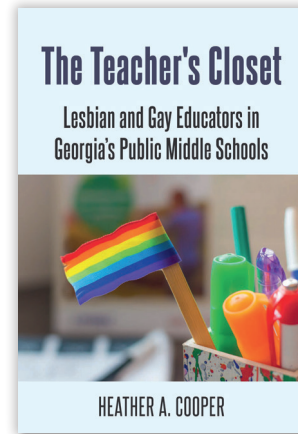
New York, 2019. XII, 318 pp.

Mediated Youth. Vol. 32

pb.	ISBN 978-1-4331-5632-8
CHF 50.- / € ^D 42.95 / € ^A 44.- / € 40.- / £ 32.- / US-\$ 47.95	
eBook	ISBN 978-1-4331-5636-6
hb.	ISBN 978-1-4331-5635-9
CHF 129.- / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95	
CHF 50.- / € ^D 47.95 / € ^A 48.- / € 40.- / £ 32.- / US-\$ 47.95	

Beyond Princess Culture: Gender and Children's Marketing explores the impact of a post-princess space, examining potential agency and empowerment in the products' users while acknowledging that at least some alternatives continue to perpetuate components of the rigidly gender-coded princess culture. This book collectively critiques the commodification of the post-princess child consumer through analysis of historical and contemporary toys, video games, clothing, websites, and other popular culture phenomena. Guided by theories from feminist and gender studies, *Beyond Princess Culture* demonstrates how the marketing of children's products has and continues to perpetuate and challenge hegemonic notions of gender, race, ethnicity, ability, and other positions of intersectionality, as situated in the social, economic, and historical contexts.

Ideal for upper level undergraduate courses in Children & Media, Women & the Media Courses in Education, Media Studies, and Sociology.



Heather A. Cooper

The Teacher's Closet

Lesbian and Gay Educators in Georgia's Public Middle Schools

New York, 2019. XVI, 162 pp.

pb.	ISBN 978-1-4331-6111-7
CHF 42.- / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95	
eBook	ISBN 978-1-4331-6011-0
CHF 42.- / € ^D 40.95 / € ^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95	
hb.	ISBN 978-1-4331-6112-4
CHF 118.- / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95	

The stories in *The Teacher's Closet: Lesbian and Gay Educators in Georgia's Public Middle Schools* reveal the intricate and multifaceted process of identity management that lesbian and gay Georgia middle school teachers regularly engage in, with the intention of carefully negotiating the conservative, heterosexist, and at times homophobic culture of education. Disclosure for a homosexual teacher is not a one-time event. As the stories reveal, managing one's sexual identity is an ongoing process. A feeling of uneasiness surrounding acceptance from others is also a regular occurrence in the homosexual community. To understand why lesbian and gay teachers feel the need to conceal and protect their homosexual identities, it is necessary to understand the social and political climate that forces them to surrender their real identity. In our heterosexist society where homosexuals are often portrayed as different, even sinful, it is not surprising that many homosexual teachers refrain from disclosing their sexual identity to their students, especially in the conservative state of Georgia. *The Teacher's Closet* is relevant to courses that include diversity in teacher education and teach inclusion and equality in education.

Ideal for courses in diversity in teacher education and inclusion and equality in education.

David Linton

Men and Menstruation

A Social Transaction

New York, 2019

Visual Communication. Vol. 8

pb. ISBN 978-1-4331-6872-7
 CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
 eBook ISBN 978-1-4331-5042-5
 CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
 hb. ISBN 978-1-4331-5041-8
 CHF 89.– / €^D 76.95 / €^A 78.80 / € 71.70 / £ 58.– / US-\$ 85.95

What's with the men in menstruation? This is the question *Men in Menstruation: A Social Transaction* sets out to answer. From earliest times men have been puzzled and perplexed by the menstrual cycle and have constructed elaborate taboos, superstitions, and practices attempting to explain why women have a periodical emission of a fluid that resembles blood but is not the result of an injury or affliction. In other words, men want to know why it is possible to bleed and not die. In order to understand what goes on between men and women in the presence of menstruation, this book examines a variety of encounters, referred to as «menstrual transactions.» From the three women in the Bible who are identified as menstruating to contemporary films, advertising, TV programs and literature, the book explores a wide range of transactions, even including Prince Charles's close encounter of a menstrual kind. The book will appeal to anyone interested in gaining insights into the mystery of menstruation as well as students of gender and women's studies or media theory and history.

Ideal for upper level undergraduate & graduate courses in gender studies and media studies.

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

Gender Issues in Latin America and Spain

Multidisciplinary Perspectives

New York, 2019

Critical Studies of Latinxs in the Americas. Vol. 20

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

The Universal Declaration of Human Rights marked a fundamental milestone for the defense of equality between men and women. However, to this day, its development and implementation in everyday practices within di-

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

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

Nicholas Benequista · Susan Abbott · Paul Rothman · Winston Mano (eds.)

International Media Development

Historical Perspectives and New Frontiers

New York, 2019

Mass Communication and Journalism. Vol. 23

pb. ISBN 978-1-4331-5148-4
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-5149-1
 CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
 hb. ISBN 978-1-4331-5147-7
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

This collection is the first of its kind on the topic of media development. It brings together luminary thinkers in the field—both researchers and practitioners—to reflect on how advocacy groups, researchers, the international community and others can work to ensure that media can continue to serve as a force of democracy and development. But that mission faces considerable challenges. Media development paradigms are still too frequently associated with Western prejudices, or out of touch with the digital age. As we move past Western blueprints and into an uncertain digital future, what does media development mean? If we are to act meaningfully to shape the future of our increasingly mediated societies, we must answer this question.

Ideal for international development and media studies courses.

Edward Downs (ed.)

The Dark Side of Media and Technology

A 21st Century Guide to Media and Technological Literacy

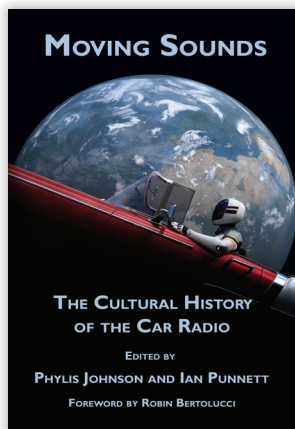
New York, 2019. XVIII, 324 pp. 3 b/w illus.

pb. ISBN 978-1-4331-4900-9
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-4902-3
 CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
 hb. ISBN 978-1-4331-4901-6
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

The Dark Side of Media and Technology: A 21st Century Guide to Media and Technological Literacy is Herculean in its effort to survey for landmines in a rapidly changing media landscape. The book identifies four dark outcomes related to media and technology use in the 21st century, and balances the dark side with four points of light that are the keys to taking ownership of a media- and technology-saturated world. The text contains an impressive list of multi-disciplinary experts and cutting-edge researchers who approach 25 separate dark side issues with concise, highly readable chapters, replete with unique recommenda-

tions for navigating our mediated present and future. *The Dark Side of Media and Technology* is grounded in theory and current research, but possesses an appeal similar to a page-turning dystopian novel; as a result, this volume should be of interest to scholars, students, and curious lay-readers alike. It should be the «go-to» text for anyone who is interested in learning what the research says about how we use media and technology, as well as how media and technology use us.

Ideal for Media and Technology and Dark Side of Media and Communication courses.



Phylis Johnson · Ian Punnett (ed.)

Moving Sounds

A Cultural History of the Car Radio

New York, 2019. XXII, 182 pp., 28 b/w ill.

pb. ISBN 978-1-4331-6121-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4539-0985-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5797-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Moving Sounds explores the unique animating symbiosis that develops whenever previously unrelated technologies become intertwined and form a mutually invigorating relationship. When «car» and «radio» became permanently inculcated, it changed how both cars and radio were designed and experienced. *Moving Sounds* is the first book-length study exploring the relationship between the car and the radio. While much scholarship has been devoted to the general history of radio, radio's unique relationship with the open road has been largely overlooked. The nascent interconnectivity between the early car and radio developers, and what they did to help each other, is another aspect of cultural history that is explored in *Moving Sounds*.

Ideal for introductory courses in media history, broadcast history, and radio history.

Gary Kenton

Transmission and Transgression

How Televised Rockaphobia Helped Create the Counter-Culture

New York, 2019

Visual Communication. Vol. 9

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

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

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

Ryan Lizardi (ed.)

Subjective Experiences of Interactive Nostalgia

New York, 2019

pb. ISBN 978-1-4331-6243-5
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6244-2
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6242-8
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

From explorations of video game series to Netflix shows to Facebook timelines, *Subjective Experiences of Interactive Nostalgia* helps us understand what it is actually like to be nostalgic in a world that increasingly asks us to interact with our past. Interdisciplinary authors tackle the subject from historical, philosophical, rhetorical, sociological, and economic perspectives, all the while asking big questions about what it means to be asked to be active participants in our own mediated histories. Scholars and pop culture enthusiasts alike will find something to love as this collection moves from a look at traditional interactive media, like video games, then to nostalgia within all things digital, and ends with a rethinking of the potentials of nostalgia itself.

Ideal for courses in Cultural Aspects of Mass Media; Media, Memory, History; and Visual Culture.

Ashley Messenger

Media Law

A Practical Guide (Revised Edition)

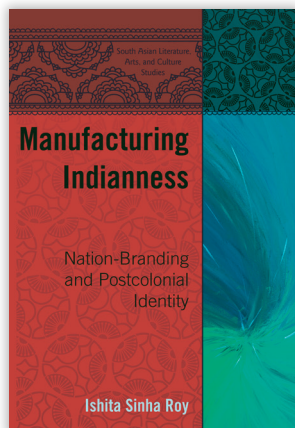
New York, 2019

pb. ISBN 978-1-4331-6798-0
CHF 72.– / €^D 62.95 / €^A 64.20 / € 58.30 / £ 47.– / US-\$ 69.95
eBook ISBN 978-1-4331-6799-7
CHF 72.– / €^D 69.95 / €^A 70.– / € 58.30 / £ 47.– / US-\$ 69.95

Like the first edition, this book provides a clear and concise explanation of media law principles. It focuses on the practical aspects of how to protect oneself from claims and how to evaluate the likelihood of a successful claim. This new edition has been revised to reflect important changes and updates to the law, including recent developments relating to scandalous trademarks, embedding, fair use, drones, revenge porn laws, interpretation of emoji, GDPR, false statements laws, lies, and the libel implications of the #MeToo movement. The material is divided into five sections that help non-lawyers understand how the principles apply to their actual behavior: background information about the legal system; things you can be sued for; how you actual gather information; ways

the government can regulate speech; and practical issues that are related to media law. This book is perfect for courses in media or communications law, or a combination course in journalism law and ethics, as it covers both the legal and ethical aspects of communication.

Ideal for upper-level undergraduate and graduate classes in Media Law, Communications Law, Journalism Law, Legal Aspects of Communication, and Media Law and Ethics.



Ishita Sinha Roy

Manufacturing Indianness

Nation-Branding and Postcolonial Identity

New York, 2019. X, 536 pp.

South Asian Literature, Arts, and Culture. Vol. 1

pb. ISBN 978-1-4331-6159-9
 CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95
 eBook ISBN 978-1-4539-1249-2
 CHF 75.– / €^D 72.95 / €^A 73.– / € 60.80 / £ 49.– / US-\$ 72.95
 hb. ISBN 978-1-4331-1396-3
 CHF 175.– / €^D 151.95 / €^A 155.80 / € 141.70 / £ 114.– / US-\$ 169.95

Manufacturing Indianness takes an interdisciplinary approach in deconstructing nation-branding exercises in neoliberal India, utilizing the fetish as a critical device to demonstrate how postcolonial nation-building can become colonizing. Using interviews with media-makers and nation-branding professionals, postcolonial theory, media and cultural studies, psychoanalytic theories, political economy approaches, affective theory, cultural geography, and branding and marketing perspectives, *Manufacturing Indianness* provides an insightful and academically sophisticated investigation into how the Indian state and its corporate partners have merged cultural/ethnic nationalism (Hindutva) with neoliberalism to form the ultimate fetish of Brand India.

Ideal for upper level undergraduate & graduate courses in Media & Cultural Politics, Media Consumption, and Media & Identity

Linda J. Lumsden

Social Justice Journalism

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

New York, 2019

AEJMC - Peter Lang Scholarsourcing Series. Vol. 2

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

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

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

Kimberley Mangun

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

New York, 2019

AEJMC - Peter Lang Scholarsourcing Series. Vol. 4

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

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

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

Allison M. Alford ·
Michelle Miller-Day (eds.)

Constructing Motherhood and Daughterhood Across the Lifespan

New York, 2019

**Lifespan Communication. Children, Families, and
Aging. Vol. 14**

pb. ISBN 978-1-4331-4119-5
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-4120-1
CHF 65.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
hb. ISBN 978-1-4331-6571-9
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

This timely book explores the complex dynamics between mother and daughter over the lifespan. We believe that these vital family roles are socially and communicatively constructed, shaped, and molded as mothers and daughters navigate, respond to, and negotiate cultural and familial discourses. Aimed at undergraduate students, *Constructing Motherhood and Daughterhood across the Lifespan* includes course activities and discussion questions in every chapter and a complete term syllabus to power up a professor's teaching, providing a smooth route for adoption as a course text. This book builds on and contributes to the critical and theoretical research in family communication, media studies, and gender studies, delving into the nuanced communication surrounding motherhood and daughterhood in the U.S.

"This textbook is ideal for upper division undergraduate courses in Family Communication, Lifespan studies, or Mother-Daughter communication, in addition, to Women's and Gender Studies courses and graduate courses in interpersonal and family communication.. "

Mary Ann Allison · Cheryl A. Casey

New Media, Communication, and Society

A Fast, Straightforward Examination
of Key Topics

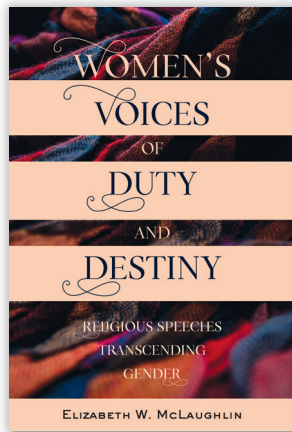
New York, 2019

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

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

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

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



Elizabeth McLaughlin

Women's Voices of Duty and Destiny

Religious Speeches Transcending
Gender

New York, 2019. XVI, 156 pp.

Speaking of Religion. Vol. 1

pb. ISBN 978-1-4331-5297-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5299-3
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5298-6
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

This book collection is a celebration of women who speak truth to power in the public square. A perfect fit for undergraduate students of rhetoric, gender, religion and history, *Women's Voices of Duty and Destiny* showcases the speech texts of 14 women addressing societal issues from the values of their religious beliefs and discourse communities. Between the tensions of the duty of gender roles and human destiny, these global voices representing different time periods and religions address the thematic issues of faith, society, education, reform, freedom and peace-

making. Written in clear, straightforward language, students will directly encounter the words and voices of leaders who strive to make the world better for all in the quest for human dignity. Each speaker seeks to forward the transcendent value of human freedom as reinforced by her explicit references to the divine. This collection is appropriate for 200-400 level undergraduate classes and offers a broad sampling of women who speak in the public square.

Ideal for mid & upper level undergraduate level courses in speech, rhetoric, history, gender public speaking courses, and religious studies.

Lana F. Rakow

John Dewey

A Critical Introduction to Media
and Communication Theory

New York, 2019

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

pb. ISBN 978-1-4331-2630-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6732-4
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6731-7
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

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

in theory, history, and philosophy of communication and will be relevant to other disciplines with interests in pragmatism, feminist and race theory, technology, and cultural studies.

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

Patricia Moy · Donald Matheson (eds.)

Voices

Exploring the Shifting Contours of Communication

New York, 2019

ICA International Communication Association Annual Conference Theme Book Series. Vol. 6

pb. ISBN 978-1-4331-6254-1
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-6255-8
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-6619-8
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

This edited volume on voices arose from the 2018 International Communication Association conference in Prague, Czech Republic. The contributions examine the conference's central theme from multiple epistemological approaches, a host of methodologies, and numerous levels of analysis. They reveal how studying voice—or the plurality of voices—illuminates the process by which it is fostered and/or constrained as well as the conditions under which it is expressed and/or stifled. More important, the study of voice sheds light on the process by which it impacts behaviors, defines relationships, influences policies, and shapes the world in which we live. In other words, studies of voice are not relegated to a few domains, but interface with myriad discourses, actors, processes, and outcomes.

Ideal for graduate level courses seminars in communication theory.

Betteke van Ruler · Frank Körver

The Communication Strategy Handbook

A Toolkit for Creating a Winning Strategy

New York, 2019

pb. ISBN 978-1-4331-5657-1
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-5658-8
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-5483-6
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Strategic development is one of the most daunting challenges that faces any professional, no matter the field. After all, stakes are high. Developing effective strategies can put you on the path to becoming a trusted advisor and a valued employee. The Communication Strategy Framework introduced in this handbook has been designed to help professionals make targeted choices toward strategic communication. Taking an iterative approach and continually reflecting on whether your choices remain congruent enables you to continually adapt to changing circumstances while staying in command. Linear planning models are ineffective. Quick strategy development can revolutionize the communication function and strengthen the relationship amongst members of a professional team. Linking communication and business strategy is the number one challenge for today's communication practitioners. Many CEOs still view the communication department as no more than as a tactical entity providing outreach but little else. It is time to fundamentally rethink how strategic communication is developed and start using modern tools to do this. The Communication Strategy Framework facilitates the communication professional to forcefully and efficiently make the right choices. It compels individuals to think about how communication can contribute to achieving the organization or client's goals. As a result, it provides a clear picture of your communication strategy in one page by putting superfluous details aside and concentrating on the essentials. The Communication Strategy Framework has proven to be an instant eye-opener for clients and other stakeholders. A best-seller amongst professionals in the Netherlands, it is available for the first time in English. This step-by-step guide to creating strategic communication will help communicators of all types—from professionals and clients to students and teachers!

Ideal for upper level undergraduate classes in communication strategy and project management.

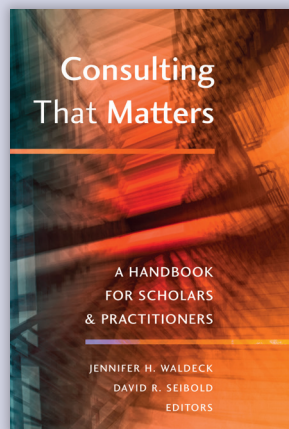
Jennifer H. Waldeck · David R. Seibold (eds.)

Consulting That Matters

A Handbook for Scholars and Practitioners

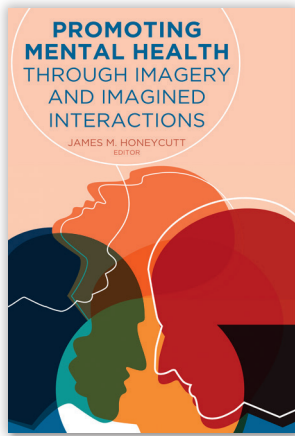
New York, 2016. XX, 370 pp.

pb. ISBN 978-1-4331-5125-5
CHF 49.- / €^D 41.95 / €^A 43.10 / € 39.20 / £ 32.- / US-\$ 46.95
eBook ISBN 978-1-4539-1718-3
CHF 47.95 / €^D 44.95 / €^A 44.95 / € 37.95 / £ 29.95 / US-\$ 48.95
hb. ISBN 978-1-4331-2770-0
CHF 172.95 / €^D 152.95 / €^A 156.95 / € 142.95 / £ 114.95 / US-\$ 185.95



Each year, thousands of consulting contracts are awarded by organizations to experts who help them with challenges involving people, processes, technologies, goals, resource allocation, decision making, problem solving, and more. These experts – consultants – diagnose problems, recommend solutions, facilitate interventions, and evaluate outcomes that are often related to human communication. Some consultants are academicians skilled in both doing and interpreting research for clients; others are practitioners with little use for research and theory. Driving all of the ideas showcased in *Consulting That Matters: A Handbook for Scholars and Practitioners* is the premise that sound theory and research are critical to consulting success, and should be the blueprints for successful organizational transformation. Thus, this book is for all types of consultants, including the very best who are at the top of their games and those who believe theory and research belong in ivory towers, not business settings. Featuring a «who's who» of preeminent communication scholars/consultants, each author shares frameworks, strategies, and examples from their own diverse experiences, all grounded in rich, substantive theory and research. The volume offers even the most skilled and experienced consultants a range of alternative approaches, paradigms, and competencies to build their credibility and make them more valuable to their clients in a dynamic, ever-evolving business climate.

Ideal for courses in Organizational Communication, Communication Consulting, and Communication Research.



James M. Honeycutt (ed.)

Promoting Mental Health Through Imagery and Imagined Interactions

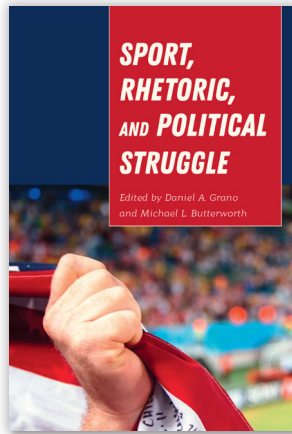
New York, 2019. XVI, 200 pp., 1 b/w ill., 16 tables

Health Communication. Vol. 14

pb.	ISBN 978-1-4331-5409-6
CHF 42.– / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
eBook	ISBN 978-1-4331-5410-2
CHF 42.– / € ^D 40.95 / € ^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-5363-1
CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

Imagined interactions (IIs) can be used as a type of self-therapy when dealing with stress and trauma. We often have IIs in terms of flashbacks as portrayed in movies. It is hoped that this volume will inspire some people to use IIs as a type of self-therapy and to realize that having IIs in everyday life is a normal part of daydreaming and mental imagery. IIs can be used productively as well as dysfunctionally. Hence, it is up to the individual to decide how they use IIs to deal with stress and trauma. Benefits of IIs include helping people rehearse strategies, reduce primary tension (which occurs before or at the beginning of interactions), and gain others' viewpoints. Even though, you can think positively or negatively, thinking positively may be easier said than done. Human survival and mental health require a balance between optimism and pessimism. Individuals gain more self-understanding by thinking about interactions. It is a process called self-perception that clarifies feelings about people and topics. IIs can improve mood by reducing tensions through the catharsis function. They help us understand our beliefs. The book is divided into three sections. Section 1 discusses how IIs can deal with teasing, bullying, abuse, and conflict. Section 2 covers physical, emotional, and material loss. Section 3 is concerned with policy concerns including hurricane evacuations, environmental concerns, police encounters, and presidential politics.

Ideal for courses in social work, therapy, cognitive behavioral therapy, clinical psychology, cognitive psychology, intrapersonal communication, and interpersonal communication.



Daniel Grano ·
Michael Butterworth (eds.)

Sport, Rhetoric, and Political Struggle

New York, 2019

Frontiers in Political Communication. Vol. 35

pb.	ISBN 978-1-4331-4677-0
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-4678-7
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-4211-6
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Sport, Rhetoric, and Political Struggle addresses a needed next step for advancing sport as a site of inquiry in rhetorical studies. The book claims that sport is central to contemporary antagonisms over, for example, gender and sexual binarism, queer visibilities, race and labor relations, public health, domestic violence, global institutional corruption, and posthuman body politics. The authors' attention to such antagonisms entails a dual focus: they argue (1) that sport does not function in isolation and that, moreover, relations of power take particular shape within, through, and around sport; and (2) that rhetorical studies of sport are not merely «about sport,» but instead are integral to larger theoretical and ethical concerns that animate the discipline. The essays collected in this book contextualize sport and political struggle, examine the mobilization of resistance in sporting contexts, identify ongoing stigmas that present limitations in and around sport, and attend to prevailing ideological features that provoke questions for future research. In short, the authors demonstrate how and why sport is not only important, but how it is *productive*, how it offers understandings of practices or social formations or economies that scholars cannot get in quite the same way elsewhere.

Ideal for upper level undergraduate courses in rhetoric of sports, sport, communication and society, political Activism in sport communication and sports.

Stephen J. Heidt · Mary E. Stuckey (eds.)

Reading the Presidency

Advances in Presidential Rhetoric

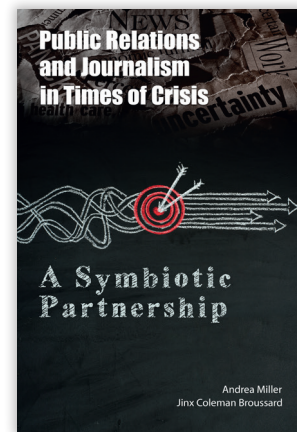
New York, 2019. VIII, 348 pp.

Frontiers in Political Communication. Vol. 43

pb.	ISBN 978-1-4331-6606-8
CHF 65.– / € ^D 56.95 / € ^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95	
eBook	ISBN 978-1-4331-6053-0
CHF 65.– / € ^D 62.95 / € ^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95	
hb.	ISBN 978-1-4331-3542-2
CHF 144.– / € ^D 124.95 / € ^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95	

This edited collection explores ways to better understand the rhetorical workings of political executives, especially the United States president. Scholars of the presidency, rhetorical theorists and critics, and various authors examine the ways in which presidents use the institution, the media, and popular culture to instantiate, expand, and wield executive power.

Ideal for undergraduate and graduate courses on presidential rhetoric and political communication.



Andrea Miller · Jinx Coleman Broussard

Public Relations and Journalism in Times of Crisis

A Symbiotic Partnership

New York, 2019

pb.	ISBN 978-1-4331-6352-4
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-6336-4
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-6323-4
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Public Relations and Journalism in Times of Crisis: A Symbiotic Partnership dissects crisis communication case studies from both the journalists' and the public relations professionals' perspectives. The authors, Andrea Miller, a former journalist, and Jinx Broussard, a former public relations professional, interviewed dozens of journalists and PR professionals in-

volved in some of the most visible crises of the last few years: Hurricane Katrina, Ebola in America, Blue Bell Ice Cream recall, Susan G. Komen vs. Planned Parenthood, race relations in Ferguson, Missouri and the University of Missouri, the Baton Rouge great flood of 2016, and the Sandy Hook Elementary School shooting. Hundreds of press releases and press stories were also reviewed. The authors provide practical strategies for working journalists and public relations practitioners to enhance the flow of information in a crisis so that audiences and stakeholders can make educated, rational decisions to protect their families and livelihoods. The book also acquaints professors and students of PR and journalism with the realities of covering and managing crises, including what works and why, as well as mistakes that occur that could damage their organizations. Miller and Broussard's work is unique for its analysis of the communication of cases from both perspectives. At the end of each case are takeaways for both sets of professionals, as well as industry best practice suggestions.

Ideal for upper level undergraduate and graduate communication, business, and public administration courses in crisis coverage, crisis communication, and public relations strategies..

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

Agendamelding

News, Social Media, Audiences, and Civic Community

New York, 2019

AEJMC - Peter Lang Scholarsourcing Series. Vol. 3

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

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

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

Heather Suzanne Woods ·
Leslie A. Hahner

Make America Meme Again

The Rhetoric of the Alt-Right

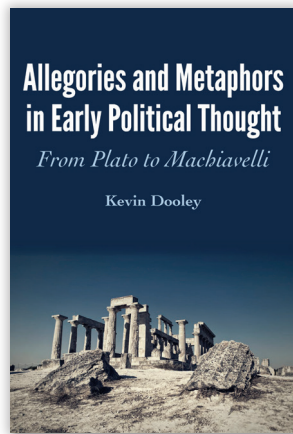
New York, 2019. XIV, 258 pp., 9 b/w ill.

Frontiers in Political Communication. Vol. 45

eBook ISBN 978-1-4331-5975-6
CHF 93.- / €^D 89.95 / €^A 90.- / € 75.- / £ 60.- / US-\$ 89.95
hb. ISBN 978-1-4331-5974-9
CHF 93.- / €^D 80.95 / €^A 82.50 / € 75.- / £ 60.- / US-\$ 89.95

As demonstrated by the 2016 presidential election, memes have become the suasive tactic par excellence for the promotional and recruitment efforts of the Alt-right. Memes are not simply humorous shorthands or pithy assertions, but play a significant role in the machinations of politics and how the public comes to understand and respond to their government and compatriots. Using the tools of rhetorical criticism, the authors detail how memetic persuasion operates, with a particular focus on the 2016 election of Donald J. Trump. *Make America Meme Again* reveals the rhetorical principles used to design Alt-right memes, outlining the myriad ways memes lure mainstream audiences to a number of extremist claims. In particular, this book argues that Alt-right memes impact the culture of digital boards and broader public culture by stultifying discourse, thereby shaping how publics congeal. The authors demonstrate that memes are a mechanism that proliferate white nationalism and exclusionary politics by spreading algorithmically through network cultures in ways that are often difficult to discern. Alt-right memes thus present a significant threat to democratic praxis, one that can begin to be combatted through a rigorous rhetorical analysis of their power and influence. *Make America Meme Again* illuminates the function of networked persuasion for scholars and practitioners of rhetoric, media, and communication; political theorists; digital humanists; and anyone who has ever seen, crafted, or proliferated a meme.

Ideal for mid- to advanced level course and graduate courses in Communication Studies, Political Science, Media Studies, and Digital Humanities.



Kevin Dooley

Allegories and Metaphors in Early Political Thought

From Plato to Machiavelli

New York, 2019. XII, 130 pp.

pb. ISBN 978-1-4331-5467-6
CHF 59.- / €^D 50.95 / €^A 52.20 / € 47.50 / £ 38.- / US-\$ 56.95
eBook ISBN 978-1-4331-5469-0
CHF 98.- / €^D 94.95 / €^A 95.- / € 79.20 / £ 64.- / US-\$ 94.95
hb. ISBN 978-1-4331-5468-3
CHF 98.- / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.- / US-\$ 94.95

Allegories and Metaphors in Early Political Thought: From Plato to Machiavelli examines allegories and metaphors that best exemplify the ideologies of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Niccolò Machiavelli. Author Kevin Dooley's approach allows readers to gain a greater understanding of each thinker's ideas through the lens of metaphor, which stimulates imaginative discussions and more thoughtful reflections.

Ideal for undergraduate introductory Political Philosophy course & advanced Early Political Thought seminars

Lawrence Baines

Privatization of America's Public Institutions

The Story of the American Sellout

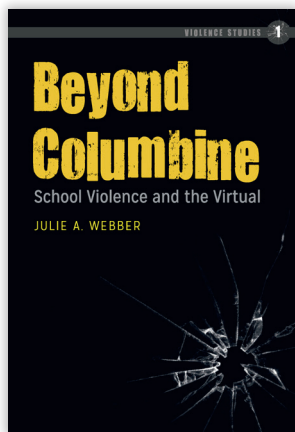
New York, 2019

pb. ISBN 978-1-4331-6432-3
CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook ISBN 978-1-4331-6434-7
CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
hb. ISBN 978-1-4331-6433-0
CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Privatization of America's Public Institutions describes the transformation of the military, K-12 public schools, public universities and colleges, and prisons into enterprises focused on generating profits for a select few. The following points are considered: private sector

employees outnumbering military personnel in American military engagements such as the conflicts in Iraq and Afghanistan; the misuse of funds by some administrators of charter and voucher schools, public university focus on tuition increases and generating new revenue while cutting academic programs; and increased prison population in the U.S., despite falling crime rates. The author shows how privatization has limited accessibility, promoted segregation, fueled declining standards, increased costs, and reduced quality.

Ideal for political science, sociology, and public administration courses in Privatization, Private/Public Partnership and Efficiency; Law, Institutions, and Public Policy; and the Political Economy of Public Administration.



now in paperback

Julie A. Webber

Beyond Columbine

School Violence and the Virtual

New York, 2019. X, 250 pp.

Violence Studies. Vol. 1

pb. ISBN 978-1-4331-5886-5

CHF 61.– / €^D 52.95 / €^A 54.10 / € 49.20 / £ 40.– / US-\$ 58.95

eBook ISBN 978-1-4539-1176-1

CHF 61.– / €^D 58.95 / €^A 59.– / € 49.20 / £ 40.– / US-\$ 58.95

hb. ISBN 978-1-4331-2041-1

CHF 100.95 / €^D 87.95 / €^A 89.95 / € 81.95 / £ 65.95 / US-\$ 97.95

School violence has become our new American horror story, but it also has its roots in the way it comments on western values with respect to violence, shame, mental illness, suicide, humanity, and the virtual. *Beyond Columbine: School Violence and the Virtual* offers a series of readings of school shooting episodes in the United States as well as similar cases in Finland, Germany, and Norway, among others and their relatedness. The book expands the author's central premise from her earlier book *Failure to Hold*, which explores the hidden curriculum of American culture

that is rooted in perceived inequality and the shame, rage, and violence that it provokes. In doing so, it goes further to explore the United States' outdated perceptual apparatus based on a reflective liberal ideology and presents a new argument about proprioception: the combined effect of a sustained lack of thought (non-cognitive) in action that is engendered by digital media and virtual culture. The present interpretation of the virtual is not limited to video games but encompasses the entire perceptual field of information sharing and media stylization (e.g., social networking, television, and branding). More specifically, American culture has immersed itself so thoroughly in a digital world that its violence and responses to violence lack reflection to the point where it confuses data with certainty. School-related violence is presented as a dramatic series of events with Columbine as its pilot episode.

Ideal for interdisciplinary courses in understanding & preventing violence & understanding school violence.

CONGRATULATIONS TO OUR RECENT AWARD WINNERS!

AESA 2018 Critics' Choice Book Award

Menah Pratt-Clarke

A Black Woman's Journey from Cotton Picking to College Professor

Lessons about Race, Class, and Gender in America

New York, 2018. XXVI, 272 pp., 20 b/w ill.

Black Studies and Critical Thinking. Vol. 107

pb. ISBN 978-1-4331-4974-0
 CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95
 eBook ISBN 978-1-4331-4970-2
 CHF 58.– / €^D 52.95 / €^A 53.– / € 44.20 / £ 36.– / US-\$ 52.95
 hb. ISBN 978-1-4331-4973-3
 CHF 100.95 / €^D 87.95 / €^A 89.95 / € 81.95 / £ 65.95 / US-\$ 97.95

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

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

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

AESA 2018 Critics Choice Book Award

Virginia Lea · Darren E. Lund · Paul R. Carr (eds.)

Critical Multicultural Perspectives on Whiteness

Views from the Past and Present

New York, 2018. XIV, 376 pp., 4 ill., 2 tbl.

Critical Multicultural Perspectives on Whiteness. Vol. 5

pb. ISBN 978-1-4331-2150-0
 CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95
 eBook ISBN 978-1-4331-4400-4
 CHF 58.– / €^D 52.95 / €^A 53.– / € 44.20 / £ 36.– / US-\$ 52.95
 hb. ISBN 978-1-4331-2151-7
 CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

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

NCA 2018 Philosophy of Communication Division Top Edited Book

Andrew R. Smith · Isaac E. Catt · Igor E. Klyukanov

Communicology for the Human Sciences

Lanigan and the Philosophy of Communication

New York, 2017. XL, 514 pp., 14 b/w ills., 2 tables

pb. ISBN 978-1-4331-4115-7
 CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95
 eBook ISBN 978-1-4331-4114-0
 CHF 71.– / €^D 64.95 / €^A 65.– / € 54.20 / £ 44.– / US-\$ 64.95
 hb. ISBN 978-1-4331-4374-8
 CHF 113.– / €^D 98.95 / €^A 100.80 / € 91.70 / £ 74.– / US-\$ 109.95

This edited volume develops the philosophy of communication inspired by the scholarship of Richard L. Lanigan, with emphasis on communicology as a human science. Lanigan's syntheses of the philosophies of speech, language and discourse stemming from the works of Edmund Husserl, Maurice Merleau-Ponty, Michel Foucault, Julia Kristeva, Charles Sanders Peirce, Roman Jakobson, Umberto Eco, Pierre Bourdieu, Jurgen Reusch and Gregory Bateson, and many others offers a compelling framework for systematic analysis of human communication in all domains of lived experience. His work defines the theory and method of the human sciences in general and the discipline of communicology in particular. The focus in this collection is on the theoretical and methodological foundations for semiotic phenomenology whereby communication is recognized as constitutive of all human conscious experience and social relationships, involving gestural, nonverbal, discursive, performative, artistic, poetic and mass mediated forms. The volume is divided into five thematic sections: *Founding(s)*, which marks out primary influences on communicology conceived as a human science; *Tropologic(s)*, which reveals how abduction, adduction and semiosis are essential for understanding human conduct in multiple forms of expression; *Trans/formations*, which addresses problems of change in self-other relations advancing an ethical life; *Voicing Bodies/Embodied Voices*, which elaborates the reversible relations between body and voice, and voice and world; and *Horizons of Communicability*, which takes up operative intentionalities that typically escape human conscious experience. All chapters are original to this volume, written by leading international scholars in the philosophy of communication who cross several disciplinary boundaries in the human sciences.

- A** Abbott, Susan15
 Aikat, Deb.21
 Alanis, Illiana9
 Alford, Allison M.18
 Allison, Mary Ann18
 Arreguín-Anderson, María9
- B** Baines, Lawrence.21
 Bas-Peña, Encarna15
 Benequista, Nicholas15
 Bermudez, Claudia.7
 Bezold, Maureen P.5
 Blumenfeld, Warren J.2
 Brock, Rochelle2
 Broussard, Jinx Coleman.20
 Burgh, Theodore W.2
 Butterworth, Michael.20
- C** Carr, Paul R.23
 Casey, Cheryl A.18
 Catt, Isaac E.23
 Chappel, Jacquelyn9
 Charest, Brian.6
 Chen, Rosa Hong10
 Collier, Brian S.12
 Combs, D. Shane10
 Cooper, Brendan12
 Cooper, Heather A.14
 Cooper, Joseph N.3
- D** Davies, Dominic12
 Dooley, Kevin21
 Downs, Edward15
 Drew, Carolyn6
 Duvall, Spring-Serenity14
- E** Enderle, Georges12
- F** Foss, Katherine A.14
 Four Arrows12
- G** George, Amber E.6, 7
 Goodbody, Axel.13
 Grano, Daniel20
- H** Hahner, Leslie A.21
 Halton, Eugene12
 Heidt, Stephen J.20
 Honeycutt, James M.20
- J** Johnson, Phylis16
 Johns-Putra, Adeline13
- K** Kenton, Gary.16
 Ketenci, Sinem6
 Kippax, Rod11
 Klyukanov, Igor E.23
 Körver, Frank19
- L** Lea, Virginia23
 Lee, Kyunghwa11
 Leeson-Schatz, Joe6
 Lindsay, Vernon C.3
 Linton, David15
 Lizardi, Ryan.16
 Lombard, Erica12
- Lumsden, Linda J.17
 Lund, Darren E.23
 Lupinacci, John6, 7
- M** Machado-Casas, Margarita15
 Mangun, Kimberley17
 Mano, Winston15
 Marie, Jakia.12
 Mark, David M.13
 Matheson, Donald19
 Matos, Jennifer3
 McClean, Marva4
 McLaughlin, Elizabeth18
 McMaster, Christopher.11
 Messenger, Ashley16
 Miller, Andrea20
 Miller-Day, Michelle.18
 Minoioie, Milad21
 Mitchell Jr., Donald "DJ"12
 Monzó, Lilia D.5
 Mountford, Benjamin12
 Moy, Patricia.19
- N** Narvaez, Darcia.12
 Nobao-Rios, Abdin.4
 Nocella II, Anthony J.6, 7
 Norment, Jr., Nathaniel.4
- P** Pérez de Guzmán, Victoria15
 Petrovic, John E.9
 Poplin, Mary7
 Pratt-Clarke, Menah.23
 Prime, Glenda M.5
 Punnett, Ian16
 Purdy, Ian.6
- R** Rakow, Lana F.18
 Robillard, Amy E.10
 Roshell, Logan.10
 Rothman, Paul15
- S** Saddler, Sterling J.5
 Sadlier, Stephen.7
 Sameshima, Pauline.8
 Seibold, David R.19
 Selwyn, Doug8
 Shaw, Donald L.21
 Sinha Roy, Ishita17
 Sinner, Anita.8
 Sjostrom, Kate.6
 Smagorinsky, Peter11
 Smith, Andrew R.23
 Stea, David13
 Steele, Tiffany L.12
 Stuckey, Mary E.20
- T** Tanaka, Gregory K.8
 Tobin, Joseph11
 Topaha, Carmelita13
- V** van Ruler, Betteke19
 Vargo, Chris J.21
- W** Waldeck, Jennifer H.19
 Webber, Julie A.22
 Whitburn, Benjamin11
- White, Boyd8
 Woods, Heather Suzanne21
 Worley, Jerry.10

Hip-Hop Education: Innovation, Inspiration, Elevation

Edited by Chris Emdin & Edmund Adjapong

Hip-Hop Education is a sociopolitical movement that utilizes both online and offline platforms to advance the utility of Hip-Hop as a theoretical framework and practical approach to teaching and learning. The movement is aimed at disrupting the oppressive structures of schools and schooling for marginalized youth through a 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. We look to publish global authors who are experts in the fields of Hip-Hop, Education, Black Studies, Black Popular Culture, Community Studies, Activism, Music, and Curriculum.

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

To submit your proposal contact:

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

New Open Access Journal – Available Spring 20189!

Philosophy and Theory in Higher Education

Journal Editor: John E. Petrovic

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

Contact customerservice@plang.com for more information!

Head Office

Peter Lang AG
International Academic Publishers
Wabernstrasse 40
3007 Bern
Switzerland

Tel. +41 (0)31 306 17 17
Fax +41 (0)31 306 17 27
info@peterlang.com

Customer Service

Peter Lang AG
International Academic Publishers
Wabernstrasse 40
3007 Bern
Switzerland

Tel. +41 (0)32 376 17 17
Fax +41 (0)32 376 17 27
order@peterlang.com

Germany

Peter Lang GmbH
Internationaler Verlag der Wissenschaften
Schlüterstraße 42
10707 Berlin

Tel. +49 (0)30 23256 79 00
Fax +49 (0)30 23256 79 02
info@peterlang.com

USA

Peter Lang Publishing, Inc.
29 Broadway
New York, NY 10006
USA

Customer Service: Tel. (800) 770-5264
Tel. +1 (212) 647-7706
Fax +1 (212) 647-7707
info@peterlang.com

UK and Ireland

Peter Lang Ltd
International Academic Publishers
52 St Giles
Oxford, OX1 3LU
Great Britain

Tel. +44 (0)1865 514160
Fax +44 (0)1865 604028
info@peterlang.com

Belgium

P.I.E. Peter Lang SA
Éditions Scientifiques Internationales
Avenue Maurice 1, 6^e étage
1050 Bruxelles
Belgium

Tél. +32 (0)2 347 72 36
Fax +32 (0)2 347 72 37
info@peterlang.com

Austria

Peter Lang GmbH
Internationaler Verlag der Wissenschaften
Lenaugasse 9/8
1080 Wien
Austria

Tel. +43 (0)1 403 58 26
Fax +43 (0)1 406 74 28
info@peterlang.com

Poland

Peter Lang GmbH
Wydawnictwo Naukowe
Przedstawicielstwo w Polsce
Ul. Zimorowica 2 m.11
02-062 Warszawa
Poland

Tel. +48 660 759467
info@peterlang.com

Turkey

Peter Lang GmbH
Uluslararası Bilimsel Yayınevi
Esra Bahşi
Maden Mh. Bağlar Sk. No. 6/3
34450 Sarıyer İstanbul
Turkey

Tel. +90 212 271 77 55
info@peterlang.com

eBooks & Online Reference

Romain Chesa
Global Sales Manager
(eBooks and Online Reference)

Tel. +41 (0)31 306 17 05
r.chesa@peterlang.com

Rights & Licenses

rights@peterlang.com
permissions@peterlang.com

Press and Corporate Communications

press@peterlang.com
reviews@peterlang.com

**Australia, New Zealand,
Papua New Guinea and Fiji**

Co Info Pty Ltd
Jade Wood
200A Rooks Road
Vermont, VIC 3133
Australia

Tel. + 613 9210 7777
Fax + 613 9210 7788

books@coinfo.com.au

China

Ian Taylor Associates Ltd. Beijing Office
B1102 Building 4, BeijingINN
No. 11 East Shuijing Hutong
Dongcheng District
100010 Beijing
P.R. China

Tel. +86 (0)10 5864 3360
Fax +86 (0)10 5864 3320

ian@iantaylorassociates.com

France, Belgium and Luxembourg

Enter & Read
Albertine Luginbuhl
23 rue du Départ, Boîte 37
75014 Paris
France

Tél. +33 6 81 04 76 85

albertineluginbuhl@orange.fr

Hong Kong and Taiwan

China Publishers Services Ltd
Edwin Chu
Room 718, Fortune Commercial Building
362 Sha Tsui Road, Tsuen Wan
N.T. Hong Kong SAR

Tel. +852 2491 1436
Fax +852 2491 1435

edwin@cps-hk.com

Latin America

Cranbury International LLC
Ethan Atkin
7 Clarendon Ave.
Montpelier, VT 05602
USA

Tel. +1 802-223-6565
Fax +1 802-223-6824

eatkin@cranburyinternational.com

Middle East

International Publishers Representatives
David Atiyah
PO Box 25731
1311 Nicosia
Cyprus

Tel. +357 22 872355
Fax +357 22 872359

iprschl@spidernet.com.cy

Morocco

Librairie Nationale
Mik Kerouach
Responsable Département Universitaire
El Farah II, Lot n° 3, Q.I
Mohammedia – Morocco

Tél. +212 661045776

m.kerouach@librairienationale.co.ma

Philippines

Edwin Makabenta
109 Talayan Street, Talayan Village
Quezon City
Philippines 1104

Tel. +63 2 703 9792
Fax +63 918 911 6384

adboxbooks@gmail.com

South Africa, Botswana and Namibia

Academic Marketing Services (Pty) Ltd
PO Box 130
Woodlands 2080
South Africa

Tel. +27 (0)11 447 7441
Fax +27 (0)11 447 2314

info@academicmarketing.co.za

South Korea

IMPACT KOREA
ChongHo Ra
Suite 715, Shinhan Nextel
14 Dosun-dong, Sungdong-gu
Seoul 133-714
South Korea

Tel. +82 2 2296 0140
Fax +82 2 2296 0143

impactkr@kornet.net

Spain, Portugal and Gibraltar

Iberian Book Services
Charlotte Prout
Sector Islas 12, 1°B
28760 Tres Cantos, Madrid
Spain

cprou@iberianbookservices.com

Canadian Distribution-print

University of Toronto Press Distribution
5201 Dufferin Street,
Toronto, M3H 5T8
Canada

Tel. +1-800-565-9523 (North America)
and (416) 667-7791
Fax +1-800-221-9985 (North America)
and (416) 667-7832

utpbooks@utpress.utoronto.ca

Australia and New Zealand

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

China Mainland

Ian Taylor Associates Ltd. Beijing Office
B1102 Building 4, BeijingINN
No. 11 East Shuijing Hutong
Dongcheng District
100010 Beijing
P.R. China
Tel. +86 (0)10 5864 3360
Fax +86 (0)10 5864 3320
ian@iantaylorassociates.com

China Mainland, Hong Kong, Taiwan

China Publishers Services Ltd
Ben Bai
Room 718, Fortune Commercial Building
362 Sha Tsui Road, Tsuen Wan
N.T. Hong Kong SAR
Tel. +86 18910752902
benbai@cps-hk.com

Hungary, Slovenia, Croatia and Bulgaria

Scientific Knowledge Services
Mrs. Ángyán Katalin
Chamerstrasse 172
6300 Zug
Switzerland
Tel. +36 27 785 865
Mobile +36 70 272 6200
hu@scientificknowledgeservices.com

Israel

Inter View Information Resources
Menahem Dolinsky
P.O.B 7156 Ramat-Gan 52171, Israel
Tel. +972-(0)544-581872
Fax. +972-(0)537-978349
mdolinsky@inter.net.il

Italy

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

Middle East

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

Morocco

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

Turkey

Mr. Kivanc Cinar
Prof. Dr. Ahmet Taner Kislali Mahallesi
2830 Cadde No: 18
Cayyolu -Ankara
Turkey
Tel. +90 312 446 7792 Ext. 1005
Fax +90 312 446 7793
Mobile +90 544 618 36 18
kcinar@informascope.com

Other Countries

Peter Lang AG
International Academic Publishers
Mr. Romain Chesa
Wabernstrasse 40
3007 Bern
Switzerland
Tel. +41 (0)31 306 17 04
r.chesa@peterlang.com



Visit our website!

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

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

eBooks

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

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

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

Peter Lang on Social Media!

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



PeterLangPublishingUSA



@peterlangusa



Peter Lang Publishing, Inc.

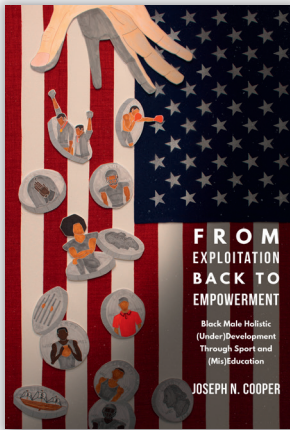
International Academic Publishing Group

29 Broadway, Suite 1800, NY, NY 10006

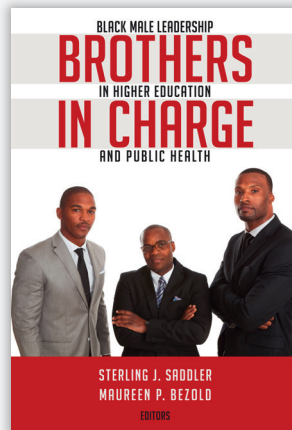
[p] 800.770.LANG • 212.647.7706 [f] 212.647.7707 [e] CustomerService@plang.com

peterlang.com

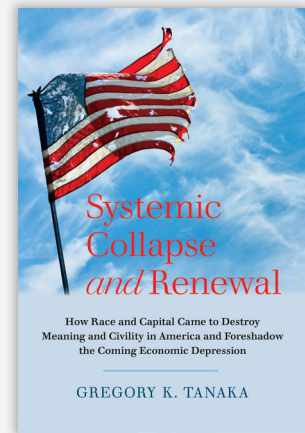
Selected Highlights



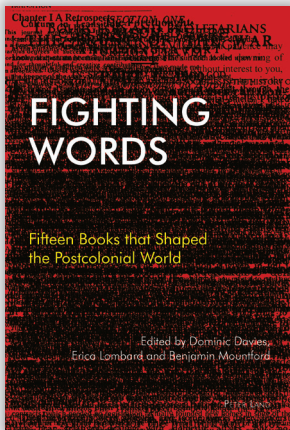
Page 3



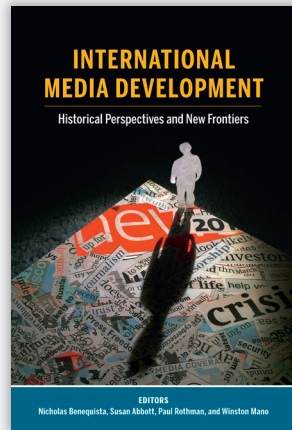
Page 5



Page 8



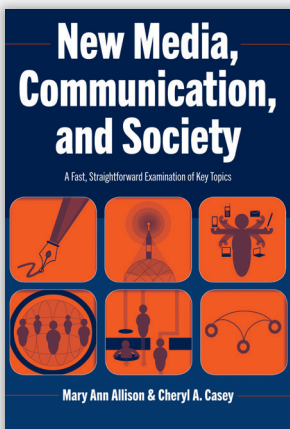
Page 12



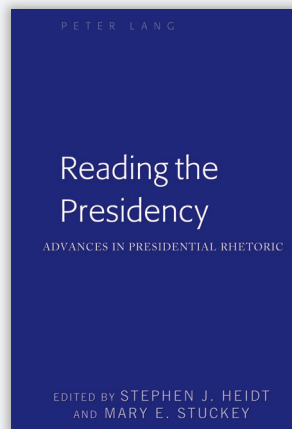
Page 15



Page 15



Page 18



Page 20



Page 21



www.peterlang.com



www.facebook.com/PeterLangPublishers



@PeterLangGroup