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Spring 2020

Dear colleagues and customers,

As we continue to grow our well-regarded textbook list, we would like to share with you the highlights from our new spring & summer releases.

In Education, we are delighted to introduce several exciting new projects such as *Minding the Obligation Gap in Community Colleges and Beyond: Theory and Practice in Achieving Educational Equity* by Jeremiah J. Sims, Jennifer Taylor Mendoza, Lasana O. Hotep & Jeremy Wallace, *Hip-HopEd: The Compilation on Hip-Hop Education: Volume 2: Hip-Hop as Education & Knowledge of Self* edited by Edmund Adjapong & Ian Levy and an updated third edition of *African-American History: An Introduction* by Joanne Turner-Sadler.

We are also pleased to continue to bring your new issues of our Open Access journal, *Philosophy and Theory in Higher Education*, edited by John E. Petrovic, with the first two issues available now on our website.

We are proud to announce two recent award winners from our Media & Communication list: *Muslim Women and White Femininity: Reenactment and Resistance* by Haneen Shafeeq Ghabra has been awarded the 2019 Outstanding Book of the Year for the International and Intercultural Communication Division (IICD) of the National Communication Association (NCA) & *Interpersonal Arguing* by Dale Hample has won the 2019 Gerald R. Miller Outstanding Book Award presented by the Interpersonal Communication Division of the National Communication Association (NCA).

Our Media and Communication program is quite strong with many timely new releases including *Fake News: Real Issues in Modern Communication* edited by Russell Chun & Susan J. Drucker, *Intercultural Health Communication* edited by Andrew R. Spieldenner & Satoshi Toyosaki, and *Pin Up! The Subculture: Negotiating Agency, Representation & Sexuality with Vintage Style* by Kathleen M. Ryan.



As our political science list grows, we are proud to announce a paperback edition of *Understanding Peace Holistically* by Scherto Gill & Garrett Thomson making it more accessible for course use.

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

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

Best wishes,

Farideh Koochi-Kamali

Senior Vice President
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Edmund Adjapong · Ian Levy (eds.)

Hip-HopEd: The Compilation on Hip-Hop Education

Volume 2

Hip-Hop as Education & Knowledge of Self

New York, 2020

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

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

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

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

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

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

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

CONTENTS

Edmund Adjapong & Ian Levy: Introduction: Authenticity and Knowledge of Self for the #HipHopEd(ucator)

PART I DISRUPTING EDUCATION AND SOCIAL NORMS THROUGH HIP-HOP

1. Edmund Adjapong: From Block Parties to Disrupting Social Norms
2. Andrea N. Hunt: Hip-Hop Intellectualism and the Legitimation of Knowledge in Higher Education
3. Andrew Torres: A Boogie Down Production: Hip Hop as Disruption and Transformation
4. Napoleon Wells: More than Beats, More than Rhymes, More than Life: The life of hip-hop and its developing identity

5. Mariel Buque: The Miseducation of Urban Youth: Knowledge of Self in Therapy as Liberation from Racial Trauma

PART II: SOCIAL AND EMOTIONAL LEARNING THROUGH HIP HOP EDUCATION

6. Ian Levy: When 16 ain't enough: Moving Beyond Emotional Evocation
7. Gemma Connell: Pass the Mic: The therapeutic potential of Hip Hop Education in Dance and Spoken Word
8. Janine Brown: Building Character through Hip Hop
9. Nate Nevado and Kim Davalos: Enter The CIPHER: Building SWAG through Culturally Relevant Pedagogy

10. Qiana Spellman: From BK to the Dirty South and into the Classroom

PART III: HIP-HOP AS PRACTICE

11. Edmund Adjapong: Hip-Hop as Practice and Beyond
12. Crystal Leigh Endsley: "I am Both, Yet I am Neither": Exploring the fifth element of hip-hop as spiritual social justice praxis through spoken word poetry
13. Anthony Broughton: Waiting on 'my song' in Early Childhood: Exploring Hip Hop Play in Preschool and Kindergarten
14. Ian D. Zamora, Daniel J. Cardenas, and Caz J. Salamanca: "Can I kick it? Yes you can!": Imagining Hip-Hop Cultural Centers on College/University Campuses
15. Marti Cason and AV the Great: Creating a Shared Energy through Hip-Hop to Advance the Pedagogy of Math Pre-Service Educators
16. P. Thandi Hicks Harper and Asari Offiong: Hip-Hop Development: The Roots 4 Positive Youth Development and Engagement In Education And Health Prevention

PART IV: HIP-HOP EDUCATION AS/FOR SOCIAL JUSTICE

17. Ian Levy: Decolonizing Traditional Education Spaces: A #HipHopEd(ucators) Guide
18. Toby S. Jenkins: Imagination, Power & Brilliance: Hip-Hop Mindfulness as a Politic of Educational Survival
19. Bianca Nightengale-Lee and Nyree Clayton-Taylor: Rapping, Recording & Performing: Amplifying Student Voice to Reclaim a Community
20. Noah Karvelis: A Hip-Hop Pedagogy of Action: Embracing #BlackLivesMatter and the teacher strikes as pedagogical frameworks
21. Aysha Upchurch: Peace, Love, Unity and Having Conscious Fun: Hip Hop Dance Education Can Move with Swag and Consciousness

Rochelle Brock

Sista Talk Too

New York, 2019. XXXVIII, 148 pp.

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 meaningful new material which evokes and updates 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, *Sista Talk Too* frames the parameters for an Afrowomanist pedagogy of wholeness for teaching Black students and strength in dealing with an unpredictable and often unstable view of the future. 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

CONTENTS: Shirley R Steinberg: Words Spoken Beforehand • A Note from the Author about Sista Talk Too • Silvia C. Bettez: Foreword: On Passionate Pedagogies • Shout Outs—revised • Talk Two...Prologue to Prologue • Dreaming of Revolution: My Struggle to Understand the Assault on Blackness • I Am • Prologue: Crossing the Bridge with Lessons I've Learned • Transition: A War with Words • Theories of the Other: Resistance and Acceptance • Rising from the Ashes—Engendering an Understanding of Black Women and Me • Reflection: scrambled eggs over medium • A Conversation with My Goddess Oshun: A Theoretical Framework in the Making • Transition: My Manifesto of Education • Reflection: SILENCE • Sista to Sista to Sista: A Story in Three Acts • Reflection: "I really don't breathe, that's part of my problem" • Pedagogy of Wholeness: Part One—The Theory • Transition: Michael • A Pedagogy of Wholeness: Part Two—The Practice • Transition: Reflecting on Self • The End of My Beginning • LaToya Brown/Erica-Brittany Horhn: Continuing the Conversation: Sistas Are Still Talkin • Appendix A: The Methodology of Sista Dialogue: Safe Spaces for Being Us • Appendix B: The Boring but Necessary Stuff • References.



Christopher S. Collins • Alexander Jun

White Evolution

The Constant Struggle for Racial Consciousness

New York, 2020

pb. ISBN 978-1-4331-7608-1
 CHF 35.– / €^D 30.95 / €^A 31.20 / € 28.30 / £ 23.– / US-\$ 33.95
 eBook ISBN 978-1-4331-7609-8
 CHF 35.– / €^D 33.95 / €^A 34.– / € 28.30 / £ 23.– / US-\$ 33.95
 hb. ISBN 978-1-4331-7607-4
 CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95

Two fundamental and underlying principles drive *White Evolution*. The first is that evolution means constant movement in the fight against the virus of White supremacy. If the virus is evolving rapidly, then our critical consciousness needs to evolve faster in order to outpace the supremacy. The second is that this evolution is not an individual act—it must be done in community. The genetic makeup of human beings points to the necessity of interdependence. Growth and development do not lead to a solitary life so much as to being a dependable person rooted in community. The origin of White supremacy, on the other hand, is in reproducing uniformity and eradicating diversity. In an ecological framework, uniformity and monoculture is harmful to an ecosystem that needs diversity of thought, creativity, culture, perspective, history, and economy to survive. The White supremacy intended to «preserve the race» has created an enduring system of violence against people of color and is simultaneously hurting the durability of humanity in exchange for the immediate gains of supremacy. The book, *White Evolution*, recounts the historical movement toward supremacy and casts the possibility of a White evolution toward racial justice through collective critical consciousness. The constant struggle for racial consciousness has no arrival point. White consciousness will never be woke because there is no past tense and no plateau. When privilege and supremacy are akin to a constantly evolving and insidious virus (Whitefluenza), and the antidote is to outpace White evolution for supremacy with a White evolution for racial justice. This is not an individual task, but rather a systemic redesign and reconstruction of social systems and requiring the cultivation of a collective critical consciousness. *White Evolution* covers a great deal of historical detail and contemporary examples to explain and explore new possibilities for recognizing the importance of interdependence of humanity.

Ideal for eneral courses on diversity and culture. Courses on Higher education and diversity for graduate students.

Also see *White Out: Understanding White Privilege and Dominance in the Modern Age* and *White Jesus: The Architecture of Racism in Religion and Education*



Kia Caldwell · Emily Chávez (eds.)

Engaging the African Diaspora in K-12 Education

New York, 2020

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

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

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

Ayanna Cooper · Ibrahim Awad (eds.)

Black Immigrants in the United States

Essays on the Politics of Race, Language, and Voice

New York, 2020

pb. ISBN 978-1-4331-7397-4
 CHF 42.- / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
 eBook ISBN 978-1-4331-7393-6
 CHF 42.- / €^D 40.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95
 hb. ISBN 978-1-4331-7396-7
 CHF 118.- / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

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

Ideal for courses in immigration studies, Black studies, American studies, race and politics.



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

What's Race Got to Do With It?

How Current School Reform Policy Maintains Racial and Economic Inequality

Second Edition

New York, 2020

Critical Multicultural Perspectives on Whiteness. Vol. 7

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

The first edition of *What's Race Got to Do With It* (2015) addressed a moment when those working on the ground—activists, educators, young people, and families—were trying to understand and fight back against neoliberal education reforms (e.g., high stakes testing, school closings, and charter schools), while uncovering what race had to do with it all in the context of a supposedly post-racial United States. In the years since, the steady and grounded work of social movements has increased the visibility and critique of privatization, market-based reforms, and segregation; demonstrating the interlocking connections between racism and capitalism. In this period we have also seen an intensified attack on public education (alongside other public infrastructures) and a return to a more overt «racism as we knew it.» This new edition of *What's Race* continues the examination of neoliberal education reforms as they are being rolled back (or reworked) to track the changes and continuities of recent years—revealing the ways in which market-driven education reforms work with and through race—and share grassroots stories of resistance to these reforms. It is hoped that this new edition will continue to sharpen readers' analyses concerning what we are working to defend and what we are working to transform, and provides a guide to action that emboldens the collective struggle for justice.

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

Serie McDougal III

Black Men's Studies

Black Manhood and Masculinities in the U.S. Context

New York, 2020

Black Studies and Critical Thinking. Vol. 115

pb. ISBN 978-1-4331-7675-3
CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95
eBook ISBN 978-1-4331-7676-0
CHF 67.– / €^D 64.95 / €^A 65.– / € 54.20 / £ 44.– / US-\$ 64.95

Black Men's Studies offers an approach to understanding the lives and the self determination of men of African descent in the U.S. context. It not only frames their experiences, it also explores the multidimensional approaches to advancing the lives of Black men. Particular attention is given to places Black men in their own unique historical, cultural, and socio-political contexts.

Ideal for undergraduate and graduate students primarily in Gender Studies, Sexuality Studies, Africana Studies, and Ethnic Studies.

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

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

New York, 2020

Hip Hop Studies and Activism. Vol. 1

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

Hip-Hop and Dismantling the School-to-Prison Pipeline was created for K-12 students in hopes that they find tangible strategies for creating affirming communities where students, parents, advocates and other stakeholders collaborate to compose useful frameworks that effectively define the school-to-prison pipeline and identify the nefarious ways it adversely affects their lives. This book is for educators who we hope will join us in challenging the predominant preconceived notion held by many educators that Hip-Hop has no redeem-

able value. Lastly, the authors/editors argue against the understanding of Hip-Hop studies as primarily an academic endeavor situated solely in the academy. We understand the fact that people on streets, blocks, avenues, have been living and theorizing about Hip-Hop since its inception. This book is an honest, thorough, and robust examination of the ingenious and inventive ways people who have an allegiance to Hip-Hop work tirelessly, in various capacities, to dismantle the school-to-prison pipeline.

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

Abdin Noboa-Rios

Critical Issues of Latinos and Education in 21st Century America

Where Are We?

New York, 2020

Critical Studies of Latinxs in the Americas. Vol. 24

pb. ISBN 978-1-4331-7478-0
CHF 72.– / €^D 62.95 / €^A 64.20 / € 58.30 / £ 47.– / US-\$ 69.95
eBook ISBN 978-1-4331-7479-7
CHF 72.– / €^D 69.95 / €^A 70.– / € 58.30 / £ 47.– / US-\$ 69.95
hb. ISBN 978-1-4331-6331-9
CHF 154.– / €^D 133.95 / €^A 137.50 / € 125.– / £ 100.– / US-\$ 149.95

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

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

CONTENTS: Acknowledgements • Foreword • Preface • PART I: Context • Introduction • America's Challenge • A Changing World • The Latino Presence • PART II: Challenges • Race and Equity in Education • Gaps in Student Achievement and Family Engagement • Culture, Language, and SEL • The Education Pipeline and Higher Learning • Leadership Challenges • PART III: Epilogue • Creating a National Discourse • Appendix A: Bibliography • Appendix B: List of Interviewees • Index

John Baldacchino

Educing Ivan Illich

Reform, Contingency
and Disestablishment

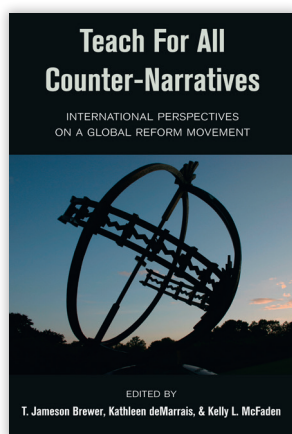
New York, 2020

Teaching Contemporary Scholars. Vol. 12

pb. ISBN 978-1-4331-7642-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7644-9
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-7643-2
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

More than a book about Illich, this is a conversation with Illich's work as we enter the third decade of the 21st century, just under twenty years after his passing, and almost fifty years since his *Deschooling Society* was first published. As Illich is beatified and demonised in equal measure, *Educing Ivan Illich* chooses to focus on the relationship between reform, contingency and disestablishment. As reform stands for a plurality of reiterations that seek effective forms of accordance, in our recognition of contingency we freely claim that even as we might recognize the presence of universality in how everything appears on a shared horizon, we are not denied the existence and dynamic reality of plural possibilities in their inherent contradictions. In this bargain of synchronicity, we find that disestablishing the reified universe by which we have, for so long, traded, staked and even lost our freedom and intelligence, is not just a *desire* but it becomes a *must*. Unlike other commentators of Illich's work, Baldacchino argues that what is radical about Illich is not a free-standing concept of *deschooling* but in how, in disestablishing social life, he exits the walls of the polis by upholding tradition as a disruptive force. In such light Illich's work is read in what remains overdue. Odd though it may sound, this is an urgent need for anyone interested in Illich's unique and irreplaceable contribution. To that end, *Educing Ivan Illich* has far more to offer than is usually expected from a commentary on someone else's work.

Ideal for undergraduate courses in Foundations of Education courses, undergraduate and graduate courses in Philosophy of Education courses, as well as Doctoral courses in philosophy, theory and history of education; theological and philosophical studies related to contingency, reform and disestablishment, history of ideas, sociology and philosophy of religion, interdisciplinary studies especially in education and social theory applied religion, history of Catholicism and Catholic ideas.



T. Jameson Brewer · Kathleen deMarrais ·
Kelly L. McFaden (eds.)

Teach For All Counter-Narratives

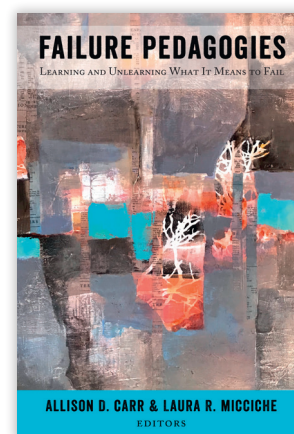
International Perspectives on a Global
Reform Movement

New York, 2020. X, 152 pp., 1 b/w ill, 2 tables

pb. ISBN 978-1-4331-7211-3
CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95
eBook ISBN 978-1-4331-5716-5
CHF 40.– / €^D 38.95 / €^A 39.– / € 32.50 / £ 26.– / US-\$ 38.95
hb. ISBN 978-1-4331-7212-0
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

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

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



Allison D. Carr · Laura R. Micciche (eds.)

Failure Pedagogies

Learning and Unlearning What It Means
to Fail

New York, 2020

pb. ISBN 978-1-4331-7487-2
CHF 52.– / €^D 44.95 / €^A 45.80 / € 41.70 / £ 34.– / US-\$ 49.95
eBook ISBN 978-1-4331-7488-9
CHF 52.– / €^D 49.95 / €^A 50.– / € 41.70 / £ 34.– / US-\$ 49.95
hb. ISBN 978-1-4331-7486-5
CHF 131.– / €^D 113.95 / €^A 116.40 / € 105.80 / £ 85.– / US-\$ 126.95

Can we all learn from failure equally? *Failure Pedagogies* examines the ways failure is often appropriated to advantage those most likely to be insulated from the risks associated with pursuing it as a creative strategy. Contributors ask questions that examine what happens when failures do not necessarily lead to progress or innovation: How is risk distributed? For whom is failure «safe» and why? For whom is failure a real end rather than an opening to generative possibilities? To address these questions, we focus largely on pedagogical settings—classrooms, universities, and the conventions that reign there—but also configure pedagogy as a broad cultural practice that teaches acceptable and unacceptable forms of resistance, subversion, and risk. Contributors focus on a range of topics, including teaching and failure, language failures, fake news, disaster response failures, academic racism, sexual harassment and gender bias, queer failure, intersectionality and infertility activism, and institutional failures to imagine disabled bodies. *Failure Pedagogies* will be of interest to scholars, students, and teachers of writing, rhetoric, and popular culture.

Ideal for advanced undergraduate courses or graduate seminars in composition pedagogy, writing studies, disability studies, contemporary rhetorics, and cultural studies.

Lidia Marte

Cimarrón Pedagogies

Notes on Auto-ethnography as a Tool for Critical Education

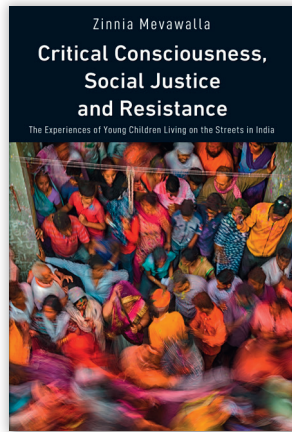
New York, 2020

Critical Studies of Latinxs in the Americas. Vol. 25

pb. ISBN 978-1-4331-7535-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7537-4
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-7536-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The book *Cimarrón Pedagogies* is a testimonial account of how to use Critical Auto-Ethnography as main strategy for undergraduate research projects. The pedagogical approach here shared is a form of *marronage*, that help us create—at least in the classroom and for one semester—small liberated spaces, bridging the individual and the collective, private and public, past and present, the poetic and the political, and the local/global negotiations in our students' lives. Researching the ground of student's everyday experiences through their personal perspectives, is a form of engaged pedagogy utilizing experiential, project-based and place-based assignments, as well as other experimental strategies. Through an auto-ethnographic project the feminist phrase 'the personal is political' is *felt*, not just pondered, researched and theorized, generating multiple insights and empowering students to create their own ways of liberation and to document their own cultural histories. This auto-ethnographic narrative is an homage to teachers and mentors, and a celebration of live-long self-directed learning, as embodied in the author's own educational roots and routes. The book will be useful for college instructors and teachers, as well as undergraduate and graduate students, for diverse courses, ranging from anthropology to the humanities. The guide to the research project and the appendix, are also useful for any reader interested in researching and documenting topics of significance to their local lives and to their communities.

Ideal for undergraduate research and writing courses in cultural anthropology, social sciences, general education and humanities focused on auto-ethnographic methods or first-person narrative composition research as well as graduate courses in feminist, queer and other versions of anthropology.



Zinnia Mevawalla

Critical Consciousness, Social Justice and Resistance

The Experiences of Young Children Living on the Streets in India

New York, 2020. XX, 296 pp., 3 b/w ill.

Education and Struggle. Narrative, Dialogue, and the Political Production of Meaning. Vol. 21

pb. ISBN 978-1-4331-6844-4
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6840-6
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6843-7
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Critical Consciousness, Social Justice and Resistance: The Experiences of Young Children Living on the Streets in India reports on an investigation of critical consciousness and social justice conducted with young children living on the streets in Mumbai, India. The book explores how children—through complex, layered and diverse forms of resistant behaviours—struggled against, challenged, and at times, transformed the experiences of structural inequality, injustice and oppression they often faced in their everyday lives. Drawing on insights from critical pedagogy, the study argues that educators can work in solidarity with children, families and communities to transform—rather than simply adapt—to situations of oppression that exist both within and outside of educational contexts. It is argued that practitioners and policy makers open genuine spaces for educational endeavours that value children's dignity, understand resistant behaviour as a form of communication, and focus on transformative resistance as a praxis of citizenship.

Ideal for courses in early childhood, social justice education, and race and equity.

Krystyna Nowak-Fabrykowski (ed.)

Helping Immigrant Children Succeed

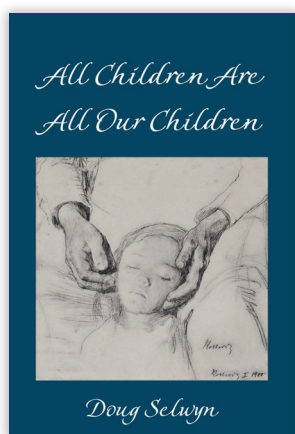
A Look Through Research, Experiences, and Practical Solutions

New York, 2020

pb. ISBN 978-1-4331-7679-1
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-7617-3
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-7444-5
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Helping Children Succeed examines current research on the educational development of immigrant children and the unique challenges that they, their parents, and their teachers face. The central argument of this book is that immigrant children will be successful if culturally and developmentally appropriate practices are applied in teaching them. The chapters of this book give an in-depth investigation into handling different challenges such as negotiated identities, transition to a new culture, and different learning styles as well as the role of parents and teachers in helping immigrant children. *Helping Children Succeed* is a must read for the teachers and parents and should be on the reading list for courses on multicultural education.

Ideal for graduate level courses in Multicultural Education & Culturally Responsive Early Childhood Education.



Doug Selwyn

All Children Are All Our Children

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

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.

Barbara Dennis

Walking with Strangers

Critical Ethnography and Educational Promise

New York, 2020

Critical Qualitative Research. Vol. 29

pb. ISBN 978-1-4331-1047-4
 CHF 33.– / €^D 22.50 / €^A 23.10 / € 21.– / £ 18.90 / US-\$ 32.95
 eBook ISBN 978-1-4331-8024-8
 CHF 50.– / € 40.– / €^D 42.95 / GBP 32.– / USD 47.95
 hb. ISBN 978-1-4331-8023-1
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

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

Ideal for graduate courses in ethnography and qualitative inquiry.

Mairi McDermott

Mapping the Terrains of Student Voice Pedagogies

An Autoethnography

New York, 2020

Critical Qualitative Research. Vol. 28

pb. ISBN 978-1-4331-7889-4
 CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
 eBook ISBN 978-1-4331-7891-7
 CHF 42.– / €^D 36.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
 hb. ISBN 978-1-4331-7890-0
 CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Mapping the Terrains of Student Voice Pedagogies is an autoethnography of McDermott's experiences with student voice reforms. Ultimately, the author is concerned with better understanding the possibilities for student voice as a transformative teaching and learning practice within the context of neoliberal education. The discussion is anchored in two past student voice projects in which McDermott was involved, one as a researcher and one as a facilitator. As method, the author revisits these experiences through memory and various artifacts to unpack embodied voices

of difference. More specifically, McDermott is concerned with how teachers take up student voice in their pedagogies, how teachers come to understand themselves and their students in terms of student voice, and how social differences contour student voice pedagogies. The author queries: How do experiences with student voice inform teacher's student relationships? And, how are student voice practices shaped, organized, and inscribed through social difference? Grounding this inquiry is post-structural feminist anti-racism as an interwoven discursive orientation and politics for troubling and transforming schooling and education. Analyses address how McDermott's presence as an individual and as a member of socio-historical groups in the student voice initiatives affected the projects' dynamics. The findings amplify the necessity of time and space for educators to critically reflect on their practices when implementing reforms, time and space that were provided by engaging autoethnography. The book contributes important strategic processes towards realizing the necessary goals of critical reflexive practices in teaching and learning, addressing the question of 'how' one might do critical reflection through autoethnography.

Ideal for courses in autoethnography, writing and critical pedagogy

Joanne Turner-Sadler

African-American History

An Introduction

Third Edition

New York, 2020

pb. ISBN 978-1-4331-7477-3

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

eBook ISBN 978-1-4331-5478-2

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

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

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

Contents

Chapter 1

Early African People & Civilizations

Africa: Home of the Human Race • The Civilizations of Kush and Kemet • The Kingdom of Axum (c. 100 - 940 C. E.)

Chapter 2

African Empires

Exploration and Sphere of Influence Before Enslavement • The Medieval Empires of Africa • Other Kingdoms

Chapter 3

A Peculiar Institution: with Unintended Consequences

Slavery and Three Historical Considerations • The Challenges, Hardships, and Struggles of Newly Enslaved Africans

Chapter 4

Resistance to Enslavement in the Americas

Resistance in Latin America & Caribbean • Rebellions Against Enslavement in the English Colonies

Chapter 5

Choosing Sides in America's Early Wars

Chapter 6

Reconstruction

The Fate of Newly Freed Africans • Freedmen and the Move West • African American Institutions: Building Community • The Rise of Black Political Power in the "Old South" • Freedom and New Achievements in Post-Civil War America

Chapter 7

Westward Movement

Chapter 8

New Century, Old Problems

Summary

Chapter 9

Early Struggle for Human Rights

Chapter 10

African Americans in American Society

Chapter 11

Old Problems, New Deals and Continued Hard Times

The Great Depression • Unrest and Protests: The New Deal • World War II • Service in World War II • Trouble on the Home Front • Notable Figures of the Times • The African American Middle Class

Chapter 12

The Modern Struggle for Civil Rights

Chapter 13

The Black Power Movement

Chapter 14

African Americans and Military Conflicts

The Asian and Middle Eastern Conflict • The Persian Gulf Wars • Global War on Terror

Chapter 15

From a Legal Point of View

Civil Rights and Legislative and Judicial Milestones • Laws and Amendments That Hurt • Laws and Amendments That Helped • Civil Rights Legislation of the 1900s • Affirmative Action: A Tool of Opportunity

Chapter 16

Achievement Against The Odds

Black Creativity Redefines American Culture • Entertainment • Sports • Law • Education and Government • The Military • Entrepreneurship • Science and Invention

Chapter 17

The Quest for Quality Education: Past and Present

Education: The Mainstay of African Americans • School Choice • The Policies, Practices and New Education Initiatives • Alternative School Choices for African Americans • The Privatization of Public-School Administration and Management • Higher Education and African Americans • Remembering Their Roots

Chapter 18

Barack Obama: The 44th President of the United States

The President and His Lineage • Early Political Career • Personal Struggles and Search for Identity • The Presidential Campaigns • The Politics of Race and Division • The Presidency of Barack Obama: Challenges and Successes

Chapter 19

2016 Presidential Election: A Campaign of Polar Opposites

The 2016 Major Presidential Candidates • The 2016 Presidential Campaign

Chapter 20

The Browning of America and its Implications

Neo-Conservative Policies & Practices • New Vision of America post-Obama

Chapter 21

The Road Ahead: Issues & Challenges

Understanding the Interplay of Race, Culture & History

Epilogue

Michael Karpyn (ed.)

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

New York, 2020

Teaching Critical Themes in American History. Vol. 2

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

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

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

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

The Stigma of Genius

Einstein, Consciousness and Critical Education

2nd Edition

New York, 2020

Counterpoints. Studies in Criticality. Vol. 111

pb. ISBN 978-1-4331-8073-6
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook ISBN 978-1-4331-8074-3
 CHF 50.– / € 40.– / €^D 42.95 / GBP 32.– / USD 47.95

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

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

Elizabeth Drame · Tara Adams · Veronica Nolden · Judy Nardi

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

New York, 2020

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

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

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

Carlos Nevarez · J. Luke Wood

Community College Leadership and Management

Reframing Institutional Practices for Student Success

New York, 2020

Education Management. Vol. 11

pb. ISBN 978-1-4331-7445-2

CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95

eBook ISBN 978-1-4331-7446-9

CHF 65.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95

Inquiry in Tandem explores how engaging in teacher and student inquiry simultaneously impacts teacher practice and student learning in powerful ways. With a focus on secondary schools and all content areas we encourage inquiry because it is good practice. Teachers and students are active doers and thinkers who ask questions, seek information, and develop thoughtful re-

sponses. This book presents a model of professional development that fosters this type of deep learning by teachers and students.

Ideal for graduate level courses in Community College Administration, Organization Theory – Higher Education, Leadership in Student Services. The Community College, and Teaching and Learning in the Community College.

CONTENTS: Preface • Case Study Framework • Case Study Matrix • Section I: Core Functions Of Community Colleges: Past, Present, And Reframing The Future. The Community College Vision And Mission • Historical Legacy Of Community Colleges • Community College Demographic Trends • Achievement Gap And The Role Of Community Colleges • Student Success In The Community College • Community College Finance • Emerging Trends In The Community College • Section II: Leadership For Change In Community Colleges • Leadership And Leadership Theory • Ethical Leadership And Decision Making • Faculty In The Community College • Instructional Leadership And The Community College • Leadership In Student Affairs • Leadership Development In The Community College • Index

Jeremiah J. Sims · Jennifer Taylor Mendoza · Lasana O. Hotep · Jeremy Wallace

Minding the Obligation Gap in Community Colleges and Beyond

Theory and Practice in Achieving Educational Equity

New York, 2020

Educational Equity in Community Colleges. Vol. 1

pb. ISBN 978-1-4331-7712-5

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

eBook ISBN 978-1-4331-5745-5

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

hb. ISBN 978-1-4331-7713-2

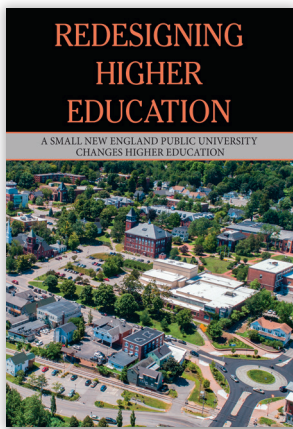
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

It is difficult to find justice-centered books geared specifically for community college practitioners interested in achieving campus wide educational equity. It is even more difficult to find book in this vein written, exclusively, by community college practitioners. *Minding the Obligation Gap in Community Colleges* is just that: a concerted effort by a cross-representational group of community college practitioners working to catalyze conversations and eventually practices that attend to the most pressing equity gaps in and on our campuses. By illuminating the constitutive

parts of the ever-increasing obligation gap, this book offers both theory and practice in reforming community colleges so that they function as disruptive technologies. It is our position that equity-centered community colleges hold the potential to call out, impede, and even disrupt institutionalized policies, pedagogies, and practices that negatively impact poor, ethno-racially minoritized students of color. If you and your college is interested in striving for educational equity, campus-wide, please join us in this ongoing conversation on how to work for equity for all of the students that we serve.

Ideal for undergraduate and graduate psychology courses with emphasis in culture, racism, prejudice, neuroscience, society and health, and undergraduate and graduate education courses with emphasis in leadership, culture, race, history and transformational leadership.

CONTENTS: Authors' Dedications & Acknowledgements • Preface: The Endless Loop Of My Misguided Community College Pathway By Jeremiah J. Sims • Naming The Obligation Gap • Embracing The Obligation: Social Consciousness And Epistemological Disruption • Minding The Programming Gap • Minding The Pedagogy Gap • Enacting Educational Equity • A Critical Race Critique Of Shared Governance And Institutional Discrimination • Faculty Leadership In Enacting Educational Equity • Epilogue: In Closing • References



Donald Birx · Annette Holba ·
Patricia Bahr

Redesigning Higher Education

A Small New England Public University
Changes Higher Education

New York, 2020

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

Redesigning Higher Education: A Small New England Public University Changes Higher Education tells the story of how Plymouth State University (New Hampshire), a small New England public university, is changing the face and future of higher education for the 21st century. This is the Plymouth Experiment. The authors highlight ongoing change and transformation at Plymouth State University during challenging demographic and financial times in higher education. With many institutions merging or closing across the nation, Plymouth State University's fifteenth president brought a vision for organizational transformation grounded in holistic integration with student-centered decision-making. The transformation began with reorganizing twenty-four academic departments and three colleges into seven Integrated Clusters of discipline-based communities. *Redesigning Higher Education* uses a storytelling narrative approach to provide a practical application of the radical changes meant to transform the higher education experience.

Ideal for graduate courses in Higher Education Organization and Management, Collaborative Leadership in Higher Education, Teacher Transformation, Emerging Trends, Creating Socially Responsible Organizations and Full Spectrum Leadership

Ching-Ching Lin ·
M. Cristina Zaccarini (eds.)

Internationalization in Action

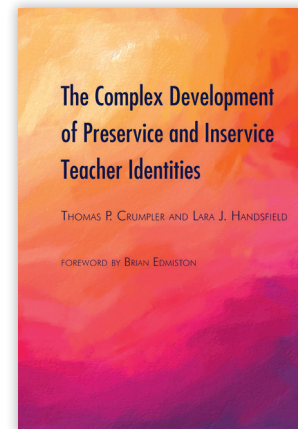
Leveraging Diversity and Inclusion
in Globalized Classrooms

New York, 2020

hb. ISBN 978-1-4331-7991-4
CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95
eBook ISBN 978-1-4331-7992-1
CHF 93.– / € 75.– / €^D 80.95 / GBP 60.– / USD 89.95

Over the past few decades, there have been growing concerns about ways in which diversity and internationalization converge and diverge with one another across different types of educational institutions. This edited volume is one of the first books to investigate meaningful ways of integrating competing goals between internationalization and diversification within the social fabric of the campus life and beyond. Each chapter is a call to action that aims to leverage diversity for broader collaboration in higher education institutions in the U.S. and other sociocultural contexts, while providing insights into best practices in navigating diversity through strategic action plans. Each author challenges issues relating to the diversity efforts of internationalization across disciplinary, cultural and national boundaries as well as strategies to strengthen the campus communities' commitment to diversity and inclusion. In addition to its theoretical depth, as well as its cultural and disciplinary breadth, this book addresses issues relevant to many different stakeholders, and hence, potential readers in diverse and international settings. This book is of particular importance to those associated with globally mobile populations, which include but are not limited to, academic faculty, higher education professionals as well as those in administrative positions and policy makers who wish to develop a critical perspective on the current practices on internationalization to further their international efforts.

Ideal for courses in Global Studies, International Education, ESL in higher Education, Academic English, and Teacher Education.



Thomas P. Crumpler · Lara J. Handsfield

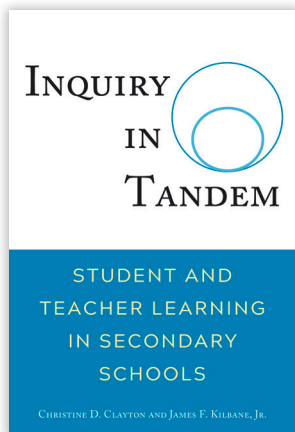
The Complex Development of Preservice and Inservice Teacher Identities

New York, 2020. XX, 194 pp., 3 b/w ill., 19 tables

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

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

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



Christine Clayton · James Kilbane, Jr.

Inquiry in Tandem

Student and Teacher Learning
in Secondary Schools

New York, 2020. XVIII, 162 pp., 6 b/w ill., 6 tables

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

Inquiry in Tandem explores how engaging in teacher and student inquiry simultaneously impacts teacher practice and student learning in powerful ways. With a focus on secondary schools and all content areas we encourage inquiry because it is good practice. Teachers and students are active doers and thinkers who ask questions, seek information, and develop thoughtful responses. This book presents a model of professional development that fosters this type of deep learning by teachers and students.

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

Gabriel Peters-Lazaro ·
Sangita Shresthova

Practicing Futures

A Civic Imagination Action Handbook

New York, 2020

New Literacies and Digital Epistemologies. Vol. 82

pb. ISBN 978-1-4331-7270-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7267-0
CHF 42.– / €^D 36.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6180-3
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

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

Ideal for courses in Communications, Media Studies, New Media for Social Change, and Storytelling for Social Change.

Amélie Lemieux

De/constructing Literacies

Considerations for Engagement

New York, 2020

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

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

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

Youth Studies

Dennis Carlson

A History of Progressive Music and Youth Culture

Phishing in America

New York, 2020

Counterpoints. Studies in Criticality. Vol. 100

pb. ISBN 978-1-4331-7694-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7695-1
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-7689-0
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

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

Ideal for courses in critical pedagogy, youth studies, cultural studies, and musicology.

Kathleen M. Ryan

Pin Up! The Subculture

Negotiating Agency, Representation & Sexuality with Vintage Style

New York, 2020

pb. ISBN 978-1-4331-5681-6

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

eBook ISBN 978-1-4331-5682-3

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

hb. ISBN 978-1-4331-5680-9

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

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

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

CONTENTS: List of Figures • Acknowledgements • Introduction • The Curious Case of the Pin Up • Circuits of Community: The Intersection of Oral History, Subculture, and Interactive Documentary • Remaking Marilyn: The Pin Up and Contemporary Vintage Re-appropriation • The “F” Word: Visual Pleasure, Agency, and Feminism • “Symbolic” Resistance or a Less Toxic Feminism? • Let's Talk About the Confederate Flag in the Room: Intersectionality in Pin Up • “Go Eat a Cheeseburger,” “Gorditas,” and Other Sizeist Fandangos: Controlling the Circuit of Culture in Pin Up • Negotiating Representation • When Best Intentions Go Awry • Epilogue: Finding a Way Forward • Index

D. Travers Scott

Gay Men and Feminist Women in the Fight for Equality

«What Did You Do During the Second Wave, Daddy?»

New York, 2020

Cultural Media Studies. Vol. 2

pb. ISBN 978-1-4331-6281-7

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

eBook ISBN 978-1-4331-6282-4

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

hb. ISBN 978-1-4331-6280-0

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

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

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

Élodie Dupey García ·
Elena Mazzetto (eds.)

Mesoamerican Rituals and the Solar Cycle

New Perspectives
on the Veintena Festivals

New York, 2020

Indigenous Cultures of Latin America. Past and Present. Vol. 1

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

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

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

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

Spaces of New Colonialism

Reading Schools, Museums and Cities
in the Tumult of Globalization

New York, 2020

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

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

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

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

Robert Albrecht · Carmine Tabone

The Arts and Play as Educational Media in the Digital Age

New York, 2020

Understanding Media Ecology. Vol. 5

pb. ISBN 978-1-4331-5426-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-5427-0
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-5425-6
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

The digital revolution we are now entering as educators is an uncharted sea pregnant with wondrous possibilities but laden with a minefield of unforeseen consequences. A pedagogy that overlooks or downplays the disruptive and often dangerous influence of digital media on childhood development is necessarily a very shortsighted one. More than just highlighting our misgivings about digital media, however, this book has a purpose far more ambitious and infinitely more useful. Based upon 45 years of work with young people in Jersey City classrooms, day camps, housing projects, libraries, church basements and community centers, the authors propose a pedagogical strategy that uses hands-on experiences in the arts as a strategy to offset and counterbalance the dominance of digital media in the lives of children. Rather than call for the elimination of digital media—clearly an impossibility even if it were desirable—the authors maintain that children need to be exposed to non-digital, non-electronic experiences that cultivate alternative ways of thinking, feeling, and being in the world. In sum, the book does not call for an end to the digital, but outlines ways in which the arts and creative forms of play help to establish a balance in the education and socialization of children as we enter more deeply into the Digital Age.

Ideal for teacher training courses, introductory and advanced courses covering the social effects of media, and a courses on the effects of digital media on childhood socialization and educational development

Russell Chun · Susan J. Drucker (eds.)

Fake News

Real Issues in Modern Communication

New York, 2020

Mass Communication and Journalism. Vol. 26

pb. ISBN 978-1-4331-5956-5

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

eBook ISBN 978-1-4331-5953-4

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

hb. ISBN 978-1-4331-5952-7

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

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

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

CONTENTS: Russell Chun and Susan Drucker: Introduction • Charles C. Self: Fake News, Collective Memory, and Political Discourse • Claire Wardle and Hossein Derakhshan: Information Disorder: Toward an Interdisciplinary Framework for Research and Policy Making—Selections from a Report for the Council of Europe • Vincent Subramaniam: Understanding the Demand-side of Misinformation and Analyzing Solutions • Russell Chun: Seeing and Disbelieving: The Persuasiveness of Disinformation with Visuals and Data-driven Images • James N. Cohen: Mobilizing Disinformation: Digital Memes and the Weaponization of Images • Susan Drucker and Gary Gumpert Communication Foundation: Real Digitalization, Real Regulation @ Fake News • Paul Levinson: Fake News Needs First Amendment Protection • Winnie Thaw and Aung Kaung Myat: “Myanmar’s Side of the Story”: A Compound of State Manipulation of Legislation and the Usage of Fake News as a Tool of Propaganda • Jingsi Christina Wu: Fake News or Unwanted News: Untangling the Convoluting Term of “Fake News” in the Context of China • Perspectives on the Press and the Presidency • Richard E. Vatz: Accuracy and Persuasive Uses of “Fake News” • Joseph Peyronnin: The Truth Under Attack

Venise T. Berry

Racialism and the Media

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

New York, 2020

Black Studies and Critical Thinking. Vol. 114

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

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

eBook ISBN 978-1-4331-7290-8

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

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

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

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

Ideal for undergraduate courses Africa American studies courses & Media studies courses such as African Americans and the Media; Intro to African American Society; African American Life and Culture in the U.S.; Black Culture and Society; and Race and Media.

Mary M. Dalton · Laura R. Linder

Teacher TV

Seventy Years of Teachers on Television
Second Edition

New York, 2020, 2008. X, 247 pp., num. ill.

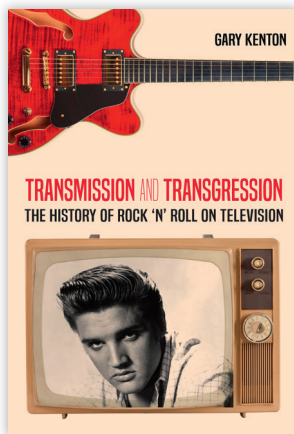
Counterpoints. Studies in Criticality. Vol. 320

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

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

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

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



Gary Kenton

Transmission and Transgression

The History of Rock 'n' Roll
on Television

New York, 2020. XII, 344 pp., 30 b/w ill., 1 table

Visual Communication. Vol. 9

pb. ISBN 978-1-4331-5309-9
CHF 50.– / €^D 42.95 / €^A 44.– / £ 40.– / US-\$ 47.95
eBook ISBN 978-1-4331-5310-5
CHF 50.– / €^D 47.95 / €^A 48.– / £ 40.– / US-\$ 47.95
hb. ISBN 978-1-4331-5304-4
CHF 129.– / €^D 111.95 / €^A 114.60 / £ 104.20 / 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 countercultural identity. This social migration helped to delineate the boundaries that would be identified in the 1960s as the gener-

ation 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.

Sophie Knowles

The Mediation of Financial Crises

Watchdogs, Lapdogs or Canaries
in the Coal Mine?

New York, 2020

Global Crises and the Media. Vol. 25

pb. ISBN 978-1-4331-5231-3
CHF 42.– / €^D 36.95 / €^A 37.60 / £ 34.20 / US-\$ 40.95
eBook ISBN 978-1-4331-5232-0
CHF 42.– / €^D 40.95 / €^A 41.– / £ 34.20 / US-\$ 40.95
hb. ISBN 978-1-4331-5230-6
CHF 118.– / €^D 102.95 / €^A 105.40 / £ 95.80 / US-\$ 114.95

In 2007-8 the world economy started its heady journey to recession. The Queen herself asked «why didn't we see this coming,» but it's a question that remains unanswered. A decade later and it is still not clear exactly who is responsible for the crisis. The world has experienced the long-term impact of austerity policies on its welfare system and the political landscape is completely changed. This analysis of the media that reported on this crisis and where it came from is long overdue. The media were responsible for warning the public—a role they failed in. This book provides evidence that journalists, like bankers and regulators, need to be held accountable. The Global Financial Crisis is a starting point, but it deserves a much wider context and explanation, one this book provides for the first time. Looking at three global and pivotal financial crises, this book assesses the degree to which financial and economics journalists have played a watchdog role for society. It takes a long glance back from the Global Financial Crisis of 2007-8 to look at the (as it shows, gradually narrowing) content we have been reading in mainstream publications, and speaks

to journalists in three countries to gauge the reality of the situation from the perspective of the newsroom.

Ideal for graduate journalism courses in journalism ethics, theory and history.

Pilar Lacasa

Adolescent Fans

Practices, Discourses, Communities

New York, 2020

Mediated Youth. Vol. 32

pb. ISBN 978-1-4331-5825-4
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5826-1
CHF 50.– / €^D 42.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5824-7
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

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

Ideal for graduate courses in Audiovisual Discourse & Mobile Communication.

Rebecca Ann Lind (ed.)

Producing Theory in a Digital World 3.0

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

New York, 2020

Digital Formations. Vol. 119

pb. ISBN 978-1-4331-5340-2
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-5341-9
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-5339-6
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

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

Ideal for upper level undergraduate graduate courses in media culture and theory, new media theory & research, emerging media, social media, digital media studies, participatory media, and digital media audiences.

Annette N. Markham ·
Katrin Tiidenberg (eds.)

Metaphors of Internet

Ways of Being in the Age of Ubiquity

New York, 2020

Digital Formations. Vol. 122

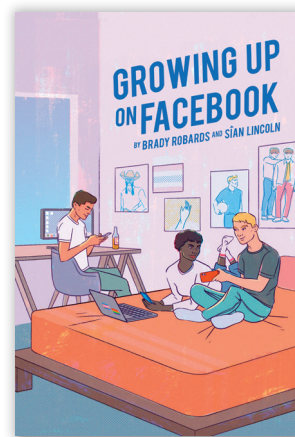
pb. ISBN 978-1-4331-7450-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-7451-3
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-7449-0
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

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

Twenty years ago, the internet was imagined as standing apart from humans. Metaphorically it was a frontier to explore, a virtual world to experiment in, an ultra-high-speed information superhighway. Many popular metaphors have fallen out of use, while new ones arise all the time. Today we speak of data lakes, clouds and AI. The essays and artwork in this book evoke the mundane, the visceral, and the transformative potential of the internet by exploring the currently dominant metaphors. Together they tell a story of kaleidoscopic diversity of how we ex-

perience the internet, offering a richly textured glimpse of how the internet has both disappeared and at the same time, has fundamentally transformed everyday social customs, work, and life, death, politics, and embodiment.

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



Brady Robards · Siân Lincoln

Growing up on Facebook

New York, 2020

Digital Formations. Vol. 109

pb. ISBN 978-1-4331-4274-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-4276-5
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-4275-8
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Growing up in the era of social media isn't easy. With Facebook now having existed for more than a decade and a half, young people who have grown up using social media can look back and see earlier versions of themselves staring back: nostalgic moments with friends from school, reminders of painful breakups, birthdays and graduations, posts that allude to drama with family, experiences of travel, and blurry drunken photos. How do we make sense of our own personal histories inscribed on and through social media? What are the implications for future careers, for public trust in social media companies, and for our own memories? *Growing up on Facebook* examines the role of Facebook, and other social media platforms that have emerged around Facebook, in mediating experiences of 'growing up' for young people. Based on interviews with the first generation of young people to grow up with social media, the book covers education and employment, love and relationships, family life, and leisure (drink-

ing, travel, and music). It touches on processes of impression management, privacy, context collapse, and control, and raises critical questions about the standards we hold social media platforms to, as they become the guardians of our personal histories. The book will appeal to both academic and general audiences alike. Students and scholars in media and communications, the sociology of youth, and beyond, will find strong connections to the literature and acknowledgement of the methodological detail of the study the book is based on. The themes and issues covered in the book are also of broader interest, and will appeal to people who have themselves grown up in the era of social media, to parents, educators, anyone interested in how we look back at social media as a personal memory archive.

Ideal for undergraduate youth studies classes such as Youth, Culture and Social change and Sociology of Youth as well as Master level courses in Mass Communications, Digital Cultures, Media & Communications, Sociology, and Internet Studies.

Christine Nystrom · Carolyn Wiebe · Susan Maushart (eds.)

The Genes of Culture

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

New York, 2020

Understanding Media Ecology. Vol. 6

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

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

ideal for undergraduate and graduate courses in media ecology, media studies, and communication studies.

Richard Craig (ed.)

Navigating the News

A Guide to Understanding Journalism

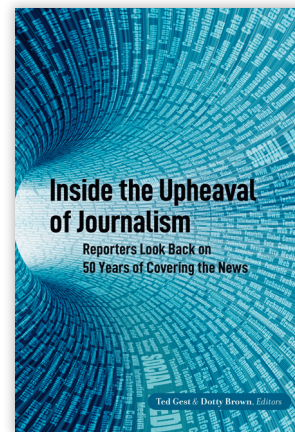
New York, 2020

Mass Communication and Journalism. Vol. 24

pb. ISBN 978-1-4331-5128-6
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-5129-3
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-5127-9
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

In an age when young people may confuse online chatter with legitimate news, *Navigating the News* is the first textbook designed to show students how to recognize credible reporting and how real journalists perform their jobs. The book begins with the basics of how to critically assess news stories, then covers what to look for in everything from community news and crime reporting to business, political and investigative coverage. More than 50 professional journalists share insights on how they gather, edit and report news, and discuss what critical audiences should expect from their news coverage. Students learn how to analyze complex topics including science, environmental and education news, and a series of chapters covers how to approach news from different parts of the world. *Navigating the News* is aimed at general audiences, not just journalism or communication majors. Given the importance and timeliness of the subject, this book could easily be the core text for general education classes on news and media literacy. The trend toward teaching young people how to understand and assess news is gaining momentum at universities everywhere. The book is written in a clear, straightforward style to engage students who may be getting their first taste of adult issues and concerns. Even students who have avoided «serious» news growing up will gain tools for understanding, assessing and processing coverage of complex stories. The mission of this text is simple: If students don't recognize what real news is, *Navigating the News* is going to teach them.

Ideal for introductory undergraduate courses such as Navigating the News, News Literacy and media literacy.



Ted Gest · Dotty Brown (eds.)

Inside the Upheaval of Journalism

Reporters Look Back on 50 Years of Covering the News

New York, 2020

Mass Communication and Journalism. Vol. 28

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

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

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



Brian Michael Goss

The Rise of Weaponized Flak in the New Media Era

Beyond the Propaganda Model

New York, 2019. X, 212 pp., 2 tables

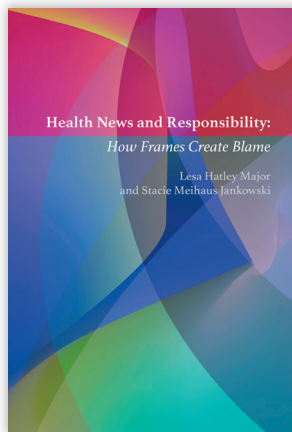
Intersections in Communications and Culture. Global Approaches and Transdisciplinary Perspectives. Vol. 35

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

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

as, respectively, journalistic and think tank organizations. Part III of the book features case studies of flak around elections and universities in the United States.

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



Lesa Hatley Major ·
Stacie Meihaus Jankowski

Health News and Responsibility

How Frames Create Blame

New York, 2020. XIV, 236 pp., 26 tables

Mass Communication and Journalism. Vol. 21

pb.	ISBN 978-1-4331-4083-9
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-4093-8
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-4092-1
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

Who the public blames for health problems determines who the public believes is responsible for solving those health problems. Health policies targeting the broader public are the most effective way to improve health. The research approach described in this book will increase public support for critical health policies. The authors systematically organized and analyzed 25 years of thematic and episodic framing research in health news to create an approach to reframe responsibility in health news in order to gain public support for health policies. They apply their method to two of the top health issues in world—obesity and mental health—and conclude by discussing future research and plans for working with other health scholars, health practitioners, and journalists.

Ideal for graduate courses on health communication and public health media campaigns.

Karen Russell

Promoting Monopoly

AT&T and the Politics of Public Relations, 1876-1941

New York, 2020

AEJMC - Peter Lang Scholarsourcing Series. Vol. 5

pb.	ISBN 978-1-4331-4734-0
CHF 42.– / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
eBook	ISBN 978-1-4331-4735-7
CHF 45.– / € ^D 40.95 / € ^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-4733-3
CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

Since the invention of the telephone in 1876, publicity has been central to the growth of the industry. In its earliest years the Bell company enjoyed a patent monopoly, but after Alexander Graham Bell's patents expired, it had to fight competitors, the public, and the U.S. government to maintain control of the telephone network. It used every means its executives could imagine, and that included constructing one of the earliest and most effective public relations programs of its time. This book analyzes the development of public relations at AT&T, starting with a previously forgotten publicist, William A. Hovey, and then including James D. Ellsworth and Arthur W. Page, who worked with other Bell executives to create a company where public relations permeated almost every aspect of work, leveraging employee programs, stock sales, and technological research for PR. Critics accused it of disseminating propaganda, but the desire to promote and protect the Bell monopoly propelled the creation of a corporate public relations program that also shaped the legal, political, media, and cultural landscape.

Ideal for graduate courses in media history and business history seminars.

William L. Benoit · Andrew C. Billings

The Rise and Fall of Mass Communication

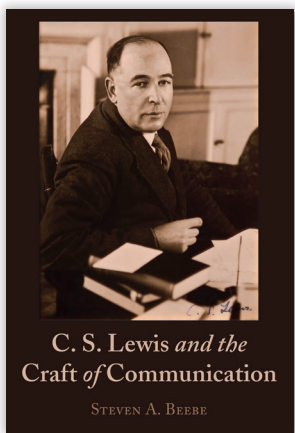
New York, 2020

Mass Communication and Journalism. Vol. 27

pb.	ISBN 978-1-4331-6422-4
CHF 42.– / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
eBook	ISBN 978-1-4331-6423-1
CHF 42.– / € ^D 36.95 / € ^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-6426-2
CHF 118.– / € ^D 102.95 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

Mass communication theories were largely built when we had mass media audiences. The number of television, print, film or other forms of media audiences were largely finite, concentrating people on many of the same core content offerings, whether that be the nightly news or a popular television show. What happens when those audiences splinter? *The Rise and Fall of Mass Communication* surveys the aftermath of exactly that, noting that very few modern media products have audiences above 1-2% of the population at any one time. Advancing a new media balkanization theory, Benoit and Billings neither lament nor embrace the new media landscape, opting instead to pinpoint how we must consider mass communication theories and applications in an era of ubiquitous choice.

Ideal for upper level undergraduate & graduate level political communication courses.



Steven Beebe

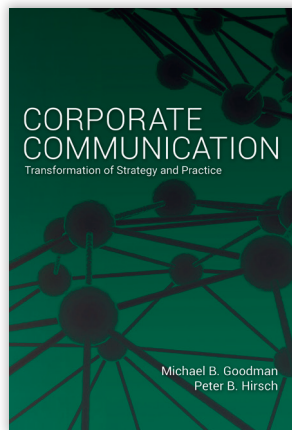
C. S. Lewis and the Craft of Communication

New York, 2020

pb.	ISBN 978-1-4331-7234-2
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-7235-9
CHF 50.– / € ^D 47.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-7233-5
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

C. S. Lewis, based on the popularity of his books and essays, is one of the best communicators of the twentieth century. During his lifetime he was hailed for his talents as author, speaker, educator, and broadcaster; he continues to be a best-selling author more than a half-century after his death. *C. S. Lewis and the Craft of Communication* analyzes Lewis's communication skill. A comprehensive review of Lewis's work reveals five communication principles that explain his success as a communicator. Based on Lewis's own advice about communication in his books, essays, and letters, as well as his communication practice, being a skilled communicator is to be holistic, intentional, transpositional, evocative, and audience-centered. These five principles are memorably summarized by the acronym HI TEA. Dr. Steven Beebe, past president of the National Communication Association and an internationally-recognized communication author and educator, uses Lewis's own words to examine these five principles in a most engaging style.

Ideal for undergraduate and graduate communication studies courses in principles of communication, rhetoric and public speaking, as well as English literature, religion, and philosophy courses on C.S. Lewis.



Michael B. Goodman · Peter B. Hirsch

Corporate Communication

Transformation of Strategy and Practice

New York, 2020

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

Corporate Communication: Transformation of Strategy and Practice takes advantage of the responses of Chief Communication Officers to

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

Ideal for undergraduate & graduate courses in corporate communication.

Jim Macnamara

Beyond Post-Communication

Challenging Disinformation, Deception, and Manipulation

New York, 2020

pb.	ISBN 978-1-4331-6920-5
CHF 50.– / € ^D 42.95 / € ^A 44.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook	ISBN 978-1-4331-6921-2
CHF 50.– / € ^D 42.95 / € ^A 48.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-6919-9
CHF 129.– / € ^D 111.95 / € ^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95	

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

Ideal public relations, advertising, journalism, political communication, contemporary democracy, ethics in public communication.

Jordan Soliz · Colleen Colaner (eds.)

Navigating Relationships in the Modern Family

Communication, Identity,
and Difference

New York, 2020

**Lifespan Communication. Children, Families, and
Aging. Vol. 15**

pb. ISBN 978-1-4331-6238-1
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6239-8
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6237-4
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

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

**Ideal for upper-level undergraduate
courses and graduate seminars focusing
on family communication and family
relationships.**

Andrew R. Spieldenner · Satoshi Toyosaki (eds.)

Intercultural Health Communication

New York, 2020

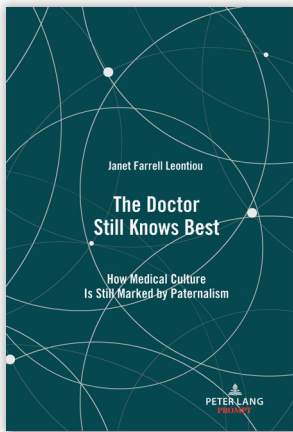
Health Communication. Vol. 16

pb. ISBN 978-1-4331-5653-3
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-5654-0
CHF 65.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
hb. ISBN 978-1-4331-5652-6
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

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

**Ideal for advanced undergraduate and graduate courses in intercultural
communication, health communication, communication research, and
communication theory.**

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Janet Farrell Leontiou

The Doctor Still Knows Best

How Medical Culture Is Still Marked by Paternalism

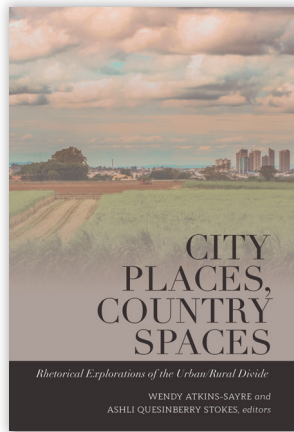
New York, 2020. X, 84 pp., 25 b/w ill.

Health Communication. Vol. 15

hb. ISBN 978-1-4331-7322-6
CHF 49.– / €^D 41.95 / €^A 43.10 / € 39.20 / £ 32.– / US-\$ 46.95
eBook ISBN 978-1-4331-7323-3
CHF 49.– / €^D 46.95 / €^A 47.– / € 39.20 / £ 32.– / US-\$ 46.95

The Doctor Still Knows Best explores an answer to the question: how can medical culture still be marked by paternalism despite the focused attempts by the medical community to put doctor and patient on more equal footing? The recent push within medicine has been on shared decision-making, truth-telling by the doctor, and creating a medical culture that is patient-centered. The author has discovered that, in practice, medicine tells a very different story. Since entering the medical world twenty years ago seeking treatment for infertility through IVF, subsequently seeking treatments for her disabled son through the present day, Janet Farrell Leontiou has continually encountered a medical culture where she is not treated as an equal. As a professor of communication, the author has developed an ear for language and is able to deconstruct the ways in which communication choices create a patriarchal medical culture. Dr. Farrell Leontiou also understands how no communication can create a culture without her participation. She, therefore, invites the reader to recognize how we can endorse and recreate a culture that does not serve our interests. Through an examination of her own experience, the book offers insight on how medical paternalism has survived for as long as it has and argues that it never serves the best interest of the patient. The book provides the reader, medical student and/or health communication student with a fresh way of thinking about how communicative choices create culture.

Ideal for courses in health communication, narrative medicine, and medical humanities.



Wendy Atkins-Sayre ·
Ashli Quesinberry Stokes (eds.)

City Places, Country Spaces

Rhetorical Explorations of the Urban/
Rural Divide

New York, 2020. XII, 306 pp., 8 b/w ill.

Frontiers in Political Communication. Vol. 44

pb. ISBN 978-1-4331-6390-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-6391-3
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-6389-0
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Regional differences matter. Even in an increasingly globalized world, rhetorical attention to regionalism yields very different understandings of geographic areas and the people who inhabit them. Regional identities often become most apparent in the differences (real and perceived) between urban and rural areas. Politicians recognize the perceived differences and develop messages based on that knowledge. Media highlight and exacerbate the differences to drive ratings. Cultural markers (from memorials to restaurants and memoirs and beyond) point to the differences and even help to construct those divisions. The places identified as urban and rural even visually demarcate the differences at times. This volume explores how rhetoric surrounding the urban and rural binary helps shape our understanding of those regions and the people who reside there. Chapters from award-winning rhetorical scholars explain the implications of viewing the regions as distinct and divided, exploring how they influence our understanding of ourselves and others, politics and race, culture, space and place, and more. Attention to urban and rural spaces is necessary because those spaces both act rhetorically and are also created through rhetoric. In a time when thoughtful attention to regional division has become more critical than ever, this book is required reading to help think through and successfully engage the urban/rural divide.

Ideal for graduate courses in Rhetorical criticism as well as undergraduate and graduate courses in regionalism studies, American Studies, Urban Studies, Political Communication, and Critical/Cultural Studies.

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

The Conceit of Context

Resituating Domains in Rhetorical
Studies

New York, 2020

Frontiers in Political Communication. Vol. 46

pb. ISBN 978-1-4331-7353-0
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-7354-7
CHF 65.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
hb. ISBN 978-1-4331-7357-8
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

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

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



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

hb. ISBN 978-1-4331-5974-9

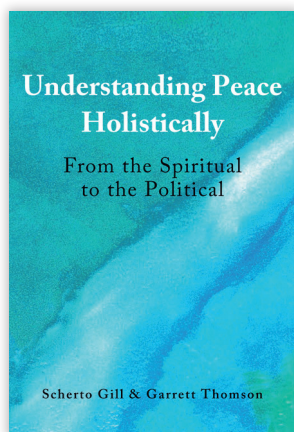
CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook ISBN 978-1-4331-5975-6

CHF 93.– / €^D 89.95 / €^A 90.– / € 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.



new in paperback!

Scherto Gill · Garrett Thomson

Understanding Peace Holistically

From the Spiritual to the Political

New York, 2019. X, 240 pp.

pb. ISBN 978-1-4331-8021-7

CHF 59.– / €^D 50.95 / €^A 52.20 / € 47.50 / £ 38.– / US-\$ 56.95

eBook ISBN 978-1-4331-5056-2

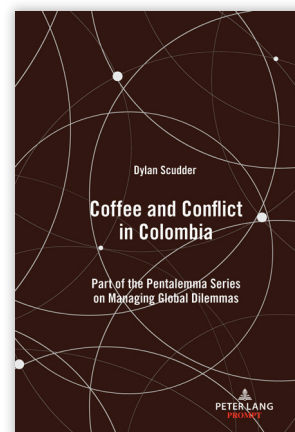
CHF 103.– / €^D 99.95 / €^A 100.– / € 83.30 / £ 67.– / US-\$ 99.95

hb. ISBN 978-1-4331-4598-8

CHF 100.– / €^D 86.95 / €^A 89.40 / € 81.30 / £ 66.– / US-\$ 97.95

Understanding Peace Holistically: From the Spiritual to the Political argues that spiritually rooted and morally oriented peacefulness is relevant to the socio-economic-political structures that provide the conditions for a culture of peace. As the authors build up a theory of peace from the spiritual to the relational and communal towards the socio-political, this book also identifies key principles that characterise international and institutional processes that nurture peace. The holistic conception of peace developed in this book may guide and inspire individuals, institutions, and international organisations with regards to how to make peace.

Ideal for graduate courses in Peace & Conflict Studies, International Peace and Security, and International Relations.



Dylan Scudder

Coffee and Conflict in Colombia

Part of the Pentalemma Series
on Managing Global Dilemmas

New York, 2020. XVI, 88 pp., 3 b/w ill.

hb. ISBN 978-1-4331-7568-8

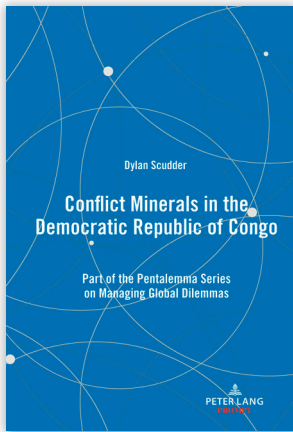
CHF 48.– / €^D 41.95 / €^A 42.20 / € 38.40 / £ 31.– / US-\$ 46.95

eBook ISBN 978-1-4331-7565-7

CHF 48.– / €^D 45.95 / €^A 46.– / € 38.40 / £ 31.– / US-\$ 46.95

Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to strategic management of complex issues that arise from the tension between fiduciary and ethical priorities. If the challenge of management is making decisions in situations of uncertainty, *Coffee and Conflict in Colombia* is the ultimate test of finding business solutions in extremely volatile situations. Based on firsthand experience on-site and years of rigorous research, this book leverages a real-world case of a global coffee consortium facing the challenge of negotiating wages for its farmworkers during a low-intensity conflict in and around Colombia. Beyond the direct consequences of the negotiation, many farmworkers are ready to join local militia if a wage deal cannot be reached, thereby fueling the cycle of local instability and violence. Putting readers in the role of consultants to a client operating in the area lets them experience defining moments of managing this high-stakes situation with limited information and considerable time pressure. Almost as if «parachuting» into an escalating conflict scenario, readers form critical relationships with characters that introduce them to management tools and techniques they need to arrive at a successful conclusion. The excitement and intensity of *Coffee and Conflict in Colombia* equips business leaders of today and tomorrow with valuable know-how they can apply to the uncertainties of everyday business in an international context.

Ideal for undergraduate business courses and MBA courses in global business issues, critical management studies, and stakeholder management.



Dylan Scudder

Conflict Minerals in the Democratic Republic of Congo

Part of the Pentalemma Series on Managing Global Dilemmas

New York, 2020. XVI, 94 pp., 3 b/w ill.

hb. ISBN 978-1-4331-7561-9

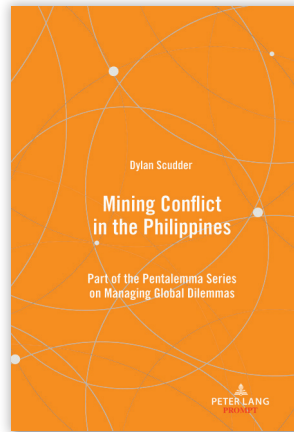
CHF 48.– / €^D 41.95 / €^A 42.20 / € 38.40 / £ 31.– / US-\$ 46.95

eBook ISBN 978-1-4331-7562-6

CHF 48.– / €^D 45.95 / €^A 46.– / € 38.40 / £ 31.– / US-\$ 46.95

Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to international management of complex issues that arise from the tension between fiduciary and ethical priorities. If the challenge of management is making decisions in situations of uncertainty, *Conflict Minerals in the Democratic Republic of Congo* is the ultimate test of finding business solutions in extremely volatile situations. Based on firsthand experience and years of rigorous research, this book leverages a real-world case of a global tech company grappling with the dilemma of whether to continue sourcing a vital mineral in the conflict-affected region of the Democratic Republic of Congo at the risk of ruining its reputation or to suffer the immediate financial consequences of pulling out. Putting readers in the role of consultants to a client operating in the area lets them experience defining moments of managing with limited information, time pressure and a dwindling budget. Almost as if „parachuting“ into an escalating conflict scenario, readers form critical relationships with characters that introduce them to management tools and techniques they need to arrive at a successful conclusion. The excitement and intensity of *Conflict Minerals in the Democratic Republic of Congo* equips business leaders of today and tomorrow with valuable know-how they can apply to the uncertainties of everyday business in an international context.

Ideal for undergraduate business courses and MBA courses in global business issues, critical management studies, and stakeholder management.



Dylan Scudder

Mining Conflict in the Philippines

Part of the Pentalemma Series on Managing Global Dilemmas

New York, 2020. XVI, 92 pp., 3 b/w ill.

hb. ISBN 978-1-4331-7632-6

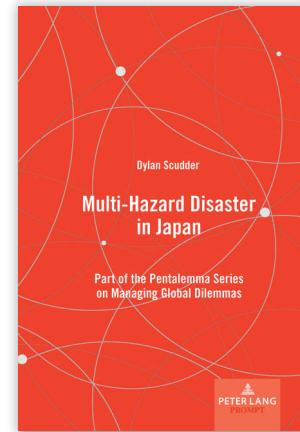
CHF 49.– / €^D 41.95 / €^A 43.10 / € 39.20 / £ 32.– / US-\$ 46.95

eBook ISBN 978-1-4331-7633-3

CHF 49.– / €^D 46.95 / €^A 47.– / € 39.20 / £ 32.– / US-\$ 46.95

Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to strategic management of complex issues that arise from the tension between fiduciary and ethical priorities. If the challenge of management is making decisions in situations of uncertainty, *Mining Conflict in the Philippines* is the ultimate test of finding business solutions in extremely volatile situations. Based on firsthand experience and years of rigorous research, this book leverages a real-world case of a global mining company facing the challenge of doing business in a highly unpredictable environment in which staff and assets are under threat by a local organization that wants the company to leave. Putting readers in the role of consultants to a client operating in the area lets them experience defining moments of managing this potentially explosive scenario under considerable time pressure and only partial information. Almost as if „parachuting“ into an escalating conflict scenario, readers form critical relationships with characters that introduce them to management tools and techniques they need to arrive at a successful conclusion. The excitement and intensity of *Mining Conflict in the Philippines* equips business leaders of today and tomorrow with valuable know-how they can apply to the uncertainties of everyday business in an international context.

Ideal for undergraduate business courses and MBA courses in global business issues, critical management studies, and stakeholder management.



Dylan Scudder

Multi-Hazard Disaster in Japan

Part of the Pentalemma Series on Managing Global Dilemmas

New York, 2020. XVI, 100 pp., 3 b/w ill.

hb. ISBN 978-1-4331-7530-5

CHF 48.– / €^D 41.95 / €^A 42.20 / € 38.40 / £ 31.– / US-\$ 46.95

eBook ISBN 978-1-4331-7558-9

CHF 48.– / €^D 45.95 / €^A 46.– / € 38.40 / £ 31.– / US-\$ 46.95

Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to international management of complex issues that arise from the tension between financial goals and social imperatives. If the challenge of management is making decisions in situations of uncertainty, *Multi-Hazard Disaster in Japan* is the ultimate test of finding business solutions in extremely volatile situations. Based on firsthand experience and years of rigorous research, this book leverages a real-world case of a global company responding to a historical mega-disaster to let readers experience defining moments of managing with limited information, time pressure and a dwindling budget. Almost as if «parachuting» into an escalating disaster scenario, readers form critical relationships with characters that introduce them to management tools and techniques they need to arrive at a successful conclusion. The excitement and intensity of *Multi-Hazard Disaster in Japan* equips business leaders of today and tomorrow with valuable know-how they can apply to the uncertainties of everyday business in an international context.

Ideal for undergraduate business courses and MBA courses in global business issues, critical management studies, and stakeholder management.

DAdolfo Tanzi Neto (ed.)

Revisiting Vygotsky for Social Change

Bringing Together Theory and Practice

New York, 2020

(Post)Critical Global Studies. Vol. 2

pb. ISBN 978-1-4331-7250-2
CHF 59.– / €^D 50.95 / €^A 52.20 / € 47.50 / £ 38.– / US-\$ 56.95
eBook ISBN 978-1-4331-7042-3
CHF 59.– / €^D 56.95 / €^A 57.– / € 47.50 / £ 38.– / US-\$ 56.95
hb. ISBN 978-1-4331-7038-6
CHF 134.– / €^D 115.95 / €^A 119.20 / € 108.30 / £ 87.– / US-\$ 129.95

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

Ideal for upper level undergraduate & graduate courses in Education, Policy & Society; Inequalities and Social Science; and Globalisation and Social Change.



Pedro Carlos Louzada Fonseca

Introdução à misoginia medieval de Tertuliano a Chaucer

Estudo e leitura de textos fundamentais

New York, 2020. XIV, 298 p.

pb. ISBN 978-1-4331-7051-5
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-7052-2
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-7050-8
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

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

versos, ainda nos dias atuais, atingem as pessoas e a nossa sociedade.

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

Silvia Kurlat Ares · Ezequiel De Rosso (eds.)

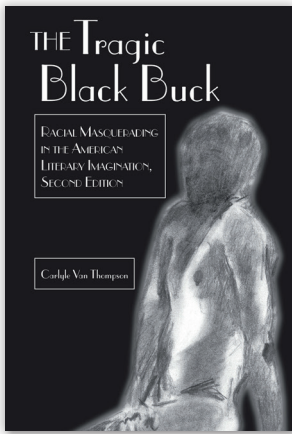
Peter Lang Companion to Latin American Science Fiction

New York, 2020

pb. ISBN 978-1-4331-5629-8
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95
eBook ISBN 978-1-4331-5906-0
CHF 65.– / €^D 56.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95
hb. ISBN 978-1-4331-5217-7
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

The *Peter Lang Companion to Latin American Science Fiction* provides a comprehensive overview of science fiction in Latin America by addressing the history and criticism of the genre in the region. It not only maps the cornerstones of the field (books, comics, magazines, movies) but also studies the specific political, social and cultural concerns that gave rise to its distinctive patterns and ideas. This volume organizes and systematizes the state of the field. In this sense, the aim of the *Companion* is to analyze Latin American science fiction hand in hand with the literature and culture produced in the rest of the region, providing a proper context for its historic, cultural and political themes. Taking into account the complexity of contemporary debates in the field, the editors have made a point of inviting contributors from a wide variety of countries to provide the most diverse possible set of perspectives on the development of science fiction in Latin America. The volume serves the needs of readers interested in science fiction at large, either in its original language or in translation; students trying to understand the genre; and teachers seeking to address the main issues in the development of the genre in the region by including current approaches to the material. The *Companion* is an indispensable teaching and learning tool, as well as reference book for critics and interested readers.

Ideal for undergraduate courses in science fiction & comparative literature.



Carlyle Thompson

The Tragic Black Buck

Racial Masquerading in the American Literary Imagination,

3rd Edition

New York, 2020. XXIV, 232 pp.

African-American Literature and Culture. Expanding and Exploding the Boundaries. Vol. 1

pb. ISBN 978-1-4331-7680-7
 CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
 eBook ISBN 978-1-4331-6540-5
 CHF 42.- / €^D 36.95 / €^A 41.- / € 34.20 / £ 28.- / US-\$ 40.95

The new edition of *The Tragic Black Buck: Racial Masquerading in the American Literary Imagination* offers a fresh perspective on this trail blazing scholarship, and the singular importance of F. Scott Fitzgerald's *The Great Gatsby* as a challenge to the racial hegemony of biological white supremacy. Fitzgerald convincingly and boldly shows how racial passing by light-skinned Black individuals becomes the most fascinating literary trope associated with democracy and the enduring desire for the American Dream.

Ideal for courses on race in American literature and Literature of Racial Passing.

Deborah Johnson · Wendy Oliver (eds.)

Women Making Art

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

Second Edition

New York, 2020

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

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

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

CONTENTS: Preface • Acknowledgements • Introduction • Deborah J. Johnson: The Political Dialogic of Yoko Ono's Cut Piece (1964) • Wendy Oliver: Disappearing Act: Yvonne Rainer, Trio A, and the Feminist Dilemma (1966) • Annie Perkins: The Poetry of Gwendolyn Brooks (1970s-80s) • Deborah J. Johnson: The Secularization of the Sacred: Judy Chicago's Dinner Party and Feminist Spirituality (1974-79) • Maura Reilly: Cindy Sherman's Untitled Film Stills: Reproductive or Transgressive Mimicry? (1977-81) • Loretta Lorance: Zaha Hadid: The Peak Club Competition and the Politics of Architecture (1982) • Phillipa Kafka: Erecting a Statue of an Unknown Goddess in Amy Tan's The Kitchen God's Wife (1991) • Denise Bauer: Jane Campion's The Piano: A Feminist Tale of Resistance (1993) • Sarah Lansdale Stevenson: Yielding to Multiplicity: The Kaleidoscopic Subject of Paula Vogel's How I Learned to Drive (1997) • Wendy Oliver: Crystal Pite's Emergence: Hierarchy, Swarm Intelligence, and Contemporary Ballet (2009) • Christina L. Reitz : A Firm Foundation: Formal Tradition in Caroline Shaw's Partita for 8 Voices (2009-2012) • Deborah J. Johnson: Beygency: Power, Sex, and Subjectivity in the Feminist Politics of Beyoncé Knowles-Carter (2013) • Rebecca Peabody: Ephemeral Monumentality and the Art of the Future: Kara Walker's A Subtlety (2014) • Jennifer Madden: Having Her Pie and Eating It Too: Waitress and the Popular Art of Diane Paulus (2016) • Index

Aaron Knochel · Christine Liao ·
Ryan Patton (eds.)

Critical Digital Making in Art Education

New York, 2020

pb. ISBN 978-1-4331-7761-3
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- / £ 32.- / US-\$ 47.95
eBook ISBN 978-1-4331-7763-7
CHF 50.- / €^D 47.95 / €^A 48.- / € 40.- / £ 32.- / US-\$ 47.95
hb. ISBN 978-1-4331-7762-0
CHF 129.- / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

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Haneen Shafeeq Ghabra

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Reenactment and Resistance

New York, 2018. X, 194 pp. 3 b/w ill.

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2019 Gerald R. Miller Outstanding Book Award presented by the Interpersonal Communication Division of the National Communication Association (NCA).

Dale Hample

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New York, 2018. XVIII, 306 pp., 13 b/w ill., 24 tables

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Open Access Journal

Philosophy and Theory in Higher Education

Journal Editor: John E. Petrovic, University of Alabama

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

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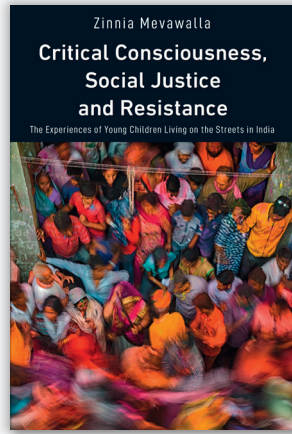


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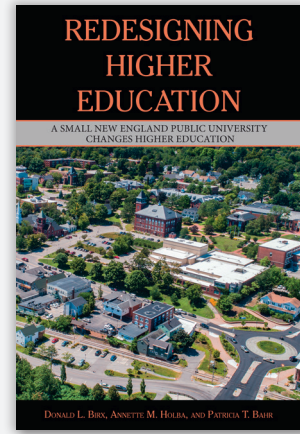
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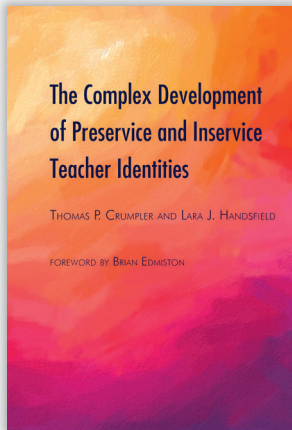
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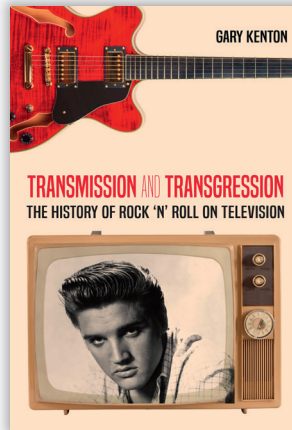
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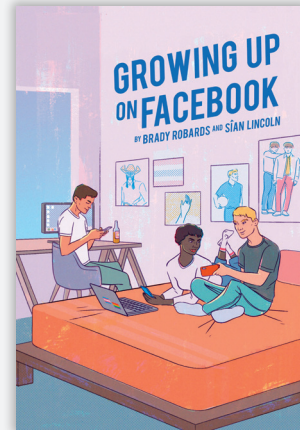
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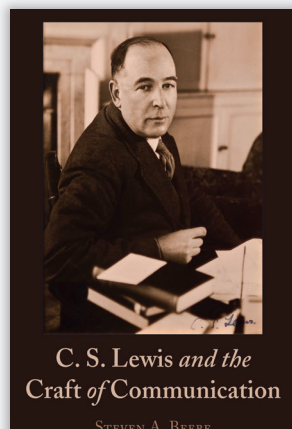
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