



PETER LANG

INTERNATIONAL ACADEMIC PUBLISHERS

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2012

MULTIDISCIPLINARY
CATALOG



Education



Media & Communication



Black Studies





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Dear Friends and Colleagues,

What's new? A seemingly innocuous question, one with which to start a conversation. However, in our case, those couple of words leads to a lengthy reply.

Once again, I'm writing an introductory letter to this catalogue in which we present a picture of the tremendous growth that we've experienced across all of our lists. Never ones to sit still, our editors have created a number of new series and developmental projects that will be of great interest to a broad swath of teachers and scholars.

We are delighted to announce the launch of a new publishing list in **Diversity**, with Shirley Steinberg serving as Executive Editor. Four series will appear on this list:

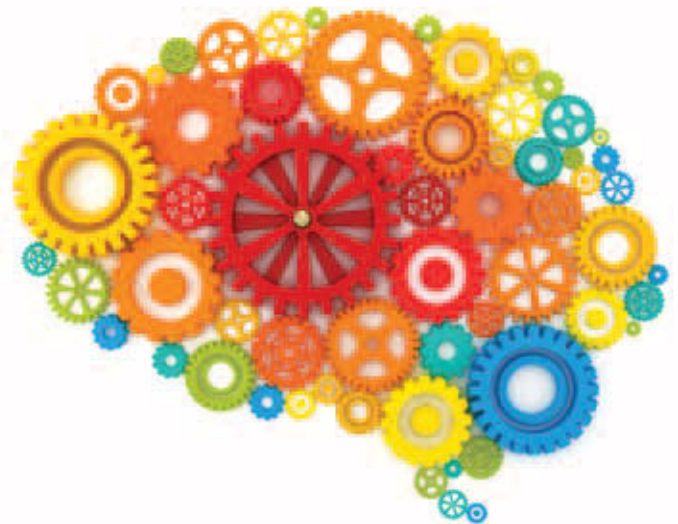
- Critical Multicultural Perspectives on Whiteness (edited by Paul R. Carr, Virginia Lea, and Darren E. Lund),
- Critical Ethnicities of the Latino Diaspora (edited by Antonia Darder, Rodolfo D. Torres and Miren Uriarte),
- Gender and Sexualities in Education (edited by Dennis Carlson and Elizabeth J. Meyer), and
- Critical Indigenous Studies (edited by Curry Stephenson Malott and Sandy Grande)

Look for the introductory volumes in upcoming catalogues.

Our **Black Studies and Critical Thinking** list continues to grow, most recently with the addition of two new series:

- Public Administration
- Black Youth Culture

You'll find the latest titles published on the BSCT list in this catalogue.



We will head off to the American Educational Research Association meeting in Vancouver this month with the latest output from our **Education** list. It is the year of the "big" project, with many keystone classroom and research books appearing in the Ed section. We are also very happy to welcome Barry Kanpol, who has brought us his Critical Education and Ethics series from Hampton Press. We very much look forward to working with him.

For the 6th year in a row, we can announce that sales and adoptions on our **Media** list have grown at an unprecedented rate. We have become one of the leading publishers for academic content on such current topics as social media, environmental communications, consumerism, and youth media. And, once again, we welcome someone new: Tom Socha has agreed to edit a series in Lifespan Communication: Children, Families, and Aging for us.

It's a lot to keep up with, but our goal is to remain in the forefront of academic publishing, providing you with the most important books for your own research and for classroom use.

Best wishes,

*Chris Myers
Managing Director*

Black Studies

Reading African American Experiences in the Obama Era

Theory, Advocacy, Activism

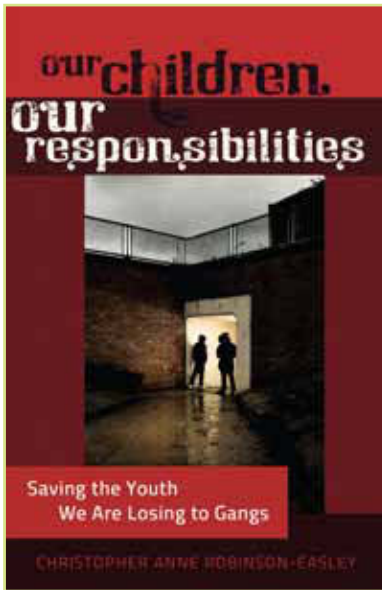
Edited by Ebony Elizabeth Thomas & Shaneshia R. F. Brooks-Tatum

PB | \$36.95 | 296 pp | 978-1-4331-1125-9

HC | 978-1-4331-1128-0

Black Studies and Critical Thinking; v. 8

What does it mean to be Black in the Obama era? In *Reading African American Experiences in the Obama Era*, young African American scholars and researchers and experienced community activists demonstrate how to encourage dialogue across curricula, disciplines, and communities with emphases on education, new media, and popular culture. Considering what this historic moment means for Black life, letters, and learning, this accessible yet scholarly volume encourages movement toward thoughtful analysis today.



Our Children—Our Responsibilities

Saving the Youth We Are Losing to Gangs

By Christopher Anne Robinson-Easley

PB | \$34.95 | 240 pp | 978-1-4331-1199-0

HC | \$139.95 | 978-1-4331-1200-3

Black Studies and Critical Thinking; v. 13

Our Children—Our Responsibilities walks the reader through the social, psychological and theological dynamics and rationale for a step-by-step whole systems change model designed to address issues plaguing the African American community and youth gravitating to gang environments. Drawing upon an expansive audience of scholars and practitioners to support its propositions, the book moves away from talking about the problems to conveying a well designed multi-disciplinary and detailed change strategy. It challenges traditional beliefs, praxes and strategies that typically start with a focus on youth as the central point and boldly addresses the multitude of inter-related issues that plague the African American community. The model is expanded to a global context, which is a critical perspective since every continent has a gang problem and/or community-based issues that give rise to youth gravitating to gangs.

Learning to (Re)member the Things We've Learned to Forget

Endarkened Feminisms, Spirituality, and the Sacred Nature of Research and Teaching

By Cynthia B. Dillard

PB | \$35.95 | 144 pp | 978-1-4331-1281-2

HC | \$139.95 | 978-1-4331-1282-9

Black Studies and Critical Thinking; v. 18

Feminist research has both held and contested experience as a category of epistemological importance, often as a secular notion. However, spirituality and sacred knowing are fundamental to a Black/endarkened feminist epistemology in teaching and research, given the historical and cultural experiences of African ascendant women worldwide. How can (re)membering bear witness to our individual and collective spiritual consciousness and generate new questions that inform feminist theory and practice? *Learning to (Re)member the Things We've Learned to Forget* explores that question. Theorizing through sites and journeys across the globe and particularly in Ghana, West Africa, this book explores how spirituality, location, experience, and cultural memory engage and create an endarkened feminist subjectivity that can (re)member, opening

possibilities for research and teaching that honors the wisdom, history, and cultural productions of African diasporic women particularly and persons of African heritage generally.

The Performative Sustainability of Race

Reflections on Black Culture and the Politics of Identity

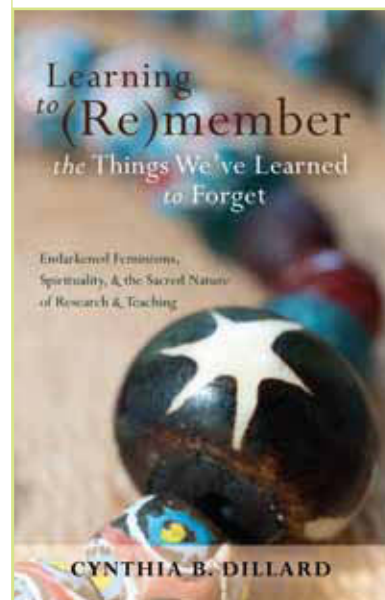
By Bryant Keith Alexander

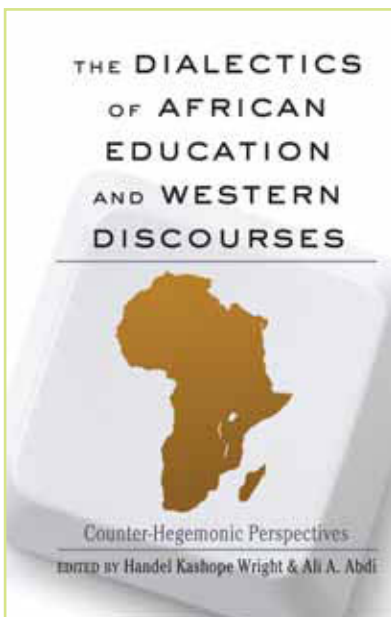
PB | 978-1-4331-1283-6

HC | 978-1-4331-1284-3

Black Studies and Critical Thinking; v. 19

Following the premise that race and the process of racialization is performative, *The Performative Sustainability of Race* is a critical examination of the performative sustainability of race, particularly blackness, through commentaries on White Studies, art depictions of African American culture in the rural south, educational and pedagogical contexts, dramatic and film representation, and the intersections of race and gender performance. The project examines issues impacting the sustainability of race and race-relations through multiple methodological and critical perspectives—most notably framed through performance (performance studies) and autoethnography. In *Opening Acts: Performance in/as Communication and Cultural Studies*, Judith Hamera writes: "Performance is both an event and a heuristic tool that illuminates the presentational and representational elements of culture. Its inherent 'eventness' ('in motion') makes it especially effective for engaging and describing the embodied processes that produce and consume culture." This book is an example of the repetitive "inherent eventness" not only of culture but racial performativity.





The Dialectics of African Education and Western Discourses

Counter-Hegemonic Perspectives

Edited by Handel Kashope Wright & Ali A. Abdi

PB | \$35.95 | 216 pp | 978-1-4331-1378-9

HC | \$139.95 | 978-1-4331-1379-6

Black Studies and Critical Thinking; v. 21

The Dialectics of African Education and Western Discourses addresses how continental Africans who have worked or are currently working in the Canadian academy address their dual legacy of African and Euro-American knowledge paradigms. Reflecting a range of approaches to hegemonic Euro-American paradigms that can be summarized as “appropriation, ambivalence and alternatives,” the authors bring African indigenous knowledge and praxes into play in addressing issues in various sub-fields of education from philosophy and gnosis to teacher education and classroom practice, memory work and storytelling to higher education policy and development studies, language and mathematics pedagogy to giftedness and special education. By simultaneously engaging Western and African worldviews, theory, policy and practice, the twelve essays provide an intervention in and

contribution to critical approaches to education as a comprehensive global field and as an aspect of African studies.

Teaching College Students Communication Strategies for Effective Social Justice Advocacy

By Robert J. Nash, Richard Gregory Johnson III & Michele C. Murray

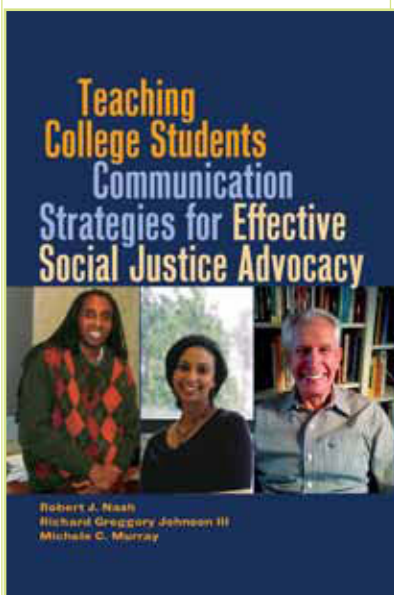
PB | \$35.95 | 208 pp | 978-1-4331-1436-6

HC | \$139.95 | 978-1-4331-1437-3

Black Studies and Critical Thinking; v. 23

Examining the close relationship between principles of deliberative democracy, communication, and conflict resolution, this book argues that the nature of deliberative processes is underappreciated for conflict resolution in ethnopolitically divided societies, and that the communicative nature of democratic deliberation is ripe for theoretical and empirical expansion. The book examines the potential of deliberative democracy to contribute to conflict resolution, including issues of argument, deliberation, and political communication. Attention is also paid to the role of media, technology, and the internet.

Offering a more fully developed understanding of democratic communication and the resolution of conflicts, this book is suitable for



scholars as well as students in upper division and graduate courses in a range of areas including communication, politics and government, sociology, and conflict studies.

Reconstructing Rage

Reentry and Community Capacity Building in the Era of Mass Incarceration

By Townsend Price-Spratlen & William Goldsby

PB | 978-1-4331-1472-4

HC | 978-1-4331-1473-1

Black Studies and Critical Thinking; v. 25- Spirituality and Indigenous Thought

One in 31 U.S. adults is in the penal system. This mass incarceration is by far the largest in the world. African Americans are disproportionately imprisoned and challenged by the consequences of incarceration in education, jobs, voting and other aspects of life. Since 96% of those imprisoned are released, there is an urgent need for resources and research that can improve reentry outcomes. *Reconstructing Rage* analyzes how and how well Reconstruction, Inc. of Philadelphia, PA has organized returning prisoners, their families and communities for 24 years. It analyzes Reconstruction's programs, strategies, and patterns of change over time; holistic (i.e., mind-body-Spirit) and principled transformations in the persons and families it has touched; and, collaborations and contributions to criminal justice and public policy “best practices.” *Reconstructing Rage* explores challenges of improving community capacity and quality of life outcomes within and beyond reentry and reintegration, for former felons, their families, and a growing number of others interested in a broader social justice.

Daughters of Seclusion

The Revelation of the Ibibio “Fattened Bride” as the Icon of Beauty and Power

By Imo Nse Imeh

PB | \$37.95 | 336 pp | 978-1-4331-1531-8

HC | \$149.95 | 978-1-4331-1532-5

Black Studies and Critical Thinking; v. 29

This unique project analyzes the extent to which feminine ideals of beauty, power, and spirituality in southern Nigeria translate into unique demonstrations of corporeality, extravagance, transfiguration, and wellness. This book considers a culture of ceremonial seclusion, fatness, decoration, and identity construction as it is revealed through a mysterious ritual in Ibibioland, Nigeria, known as mbopo. This work seeks to isolate a visual aesthetic that is specific to Ibibio and Cross River cultures. Through the analysis of regional aesthetic forms, *Daughters of Seclusion* addresses the connections between mbopo ritual and larger conceptions of aesthetics, artistry, and literacy in Ibibio provinces. It is a cross-disciplinary analysis, fusing West African women's studies and art history to discuss nuances in modes of female representation and conceptualization in Ibibio art and life.

Say It Loud

Black Students and Collegiate Culture

By Regina A. Bernard-Carreño

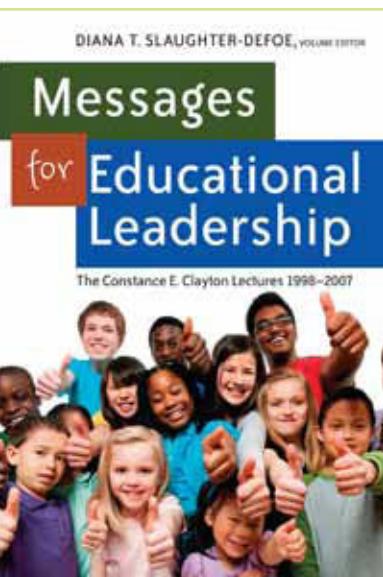
PB | 978-1-4331-1582-0

HC | 978-1-4331-1583-7

Black Studies and Critical Thinking; v. 32

Say It Loud: Black Students and Collegiate Culture pays homage to the earliest Black Studies programs in the United States, particularly to those programs that spawned from strong pedagogical, revolutionary social movements, and student-based organic and traditional academic practices. Briefly presenting a look at the rich history of the birth of what became a student-led movement for social and intellectual change, *Say It*

Loud considers the various plights of Black Studies programs today, and the way in which students have been cheated out of the revolutionary academic practices of their predecessors. The book also offers many examples of how Black Studies programs can once again take a student-centered approach, one that wishes to seek change not solely for Black students, but for everyone who believes in change at larger, deeper, and more personally-connected levels of learning.



Messages for Educational Leadership

The Constance E. Clayton Lectures 1998–2007

Edited by Diana T. Slaughter-Defoe

PB | \$35.95 | 248 pp | 978-1-4331-1630-8

HC | \$139.95 | 978-1-4331-1631-5

Black Studies and Critical Thinking; v. 34-Black Leadership

Urban education is an interdisciplinary field, characterized by introducing many perspectives to research pertaining to educational policy and to the practice of educating youth whose lives unfold in densely populated urban metropolitan areas. This book celebrates Constance Clayton's eleven-year tenure as superintendent of the School District of Philadelphia,

ending in 1993, following which an endowed chair was established in Dr. Clayton's honor at the University of Pennsylvania, and later, the Clayton lecture series was inaugurated. The chair was the first named for an African American woman at a predominantly White, Ivy League U.S. university. The lecture series, upon which this book is based, provides a forum for teachers, researchers, and scholars to evaluate and discuss key concepts and issues in urban education. Collectively, the lectures summarize important developments in a post-*Brown vs. Board of Education* era of educational thought (1998–2010) about what is in the best interests of urban youth.

Black Males in the Green Mountains

Colorblindness and Cultural Competence in Vermont Public Schools

By Denise Helen Dunbar

PB | 978-1-4331-1761-9

HC | 978-1-4331-1762-6

Black Studies and Critical Thinking; v. 38

Mention the state of Vermont and images of maple syrup, scenic mountains and progressive politics come to mind. But in addition to skiing, farming and fall foliage, there is also a startling history of racial and religious intolerance and bigotry. Burlington is known as the birthplace of John Dewey, whose enlightened views about education reached far beyond the Green Mountains to impact schools. Yet there exist many unsavory examples of equitable education deferred for a small but growing population. Black males, especially, have not been treated fairly—suffering in silence as a disproportional number are shunted away from opportunities such as college-prep courses and into special education, the principal's office and out the door due to suspension. This book seeks to answer the question: What is truly going on for Black males in Vermont public schools? Only those who were students in public schools across the state can really

answer that question, and their perspectives may just shed light on the condition of Black males in predominantly white rural spheres experiencing similar shifts in racial demographics across the nation.

Black Women in Leadership

Their Historical and Contemporary Contributions

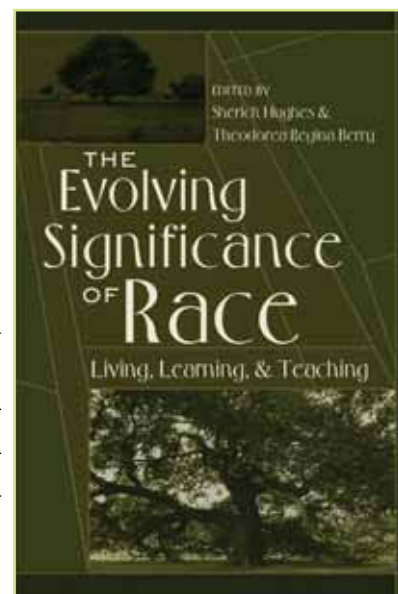
Edited by Dannielle Joy Davis & Cassandra Chaney

PB | 978-1-4331-1682-7

HC | 978-1-4331-1652-0

Black Studies and Critical Thinking; v. 36 Black Leadership

Black Women in Leadership: Their Historical and Contemporary Contributions explores the leadership experiences of Black women within macro level (such as education, industry, and social services) and micro level contexts (such as family and individual churches). The interdisciplinary work examines leadership practices, highlighting the historical and current day triumphs and barriers of Black women in these roles. The book further offers success strategies underlying Black women's leadership. With few exceptions (e.g., Rosa Parks, Fannie Lou Hamer, Shirley Chisholm, Dorothy Height, Daisy Bates, Angela Davis), the accomplishments of Black female leaders have historically been ignored, minimized, or primarily linked to those of prominent Black men. This work's purpose centers upon elucidating factors motivating Black women to create their own identities and become leaders in their own right.



Diversity

The Evolving Significance of Race

Living, Learning, and Teaching

Edited by Sherick A. Hughes & Theodora Regina Berry

PB | \$36.95 | 336 pp | 978-1-4331-1669-8

HC | \$149.95 | 978-1-4331-1670-4

We are living, learning, and teaching by questioning how to address race in a society that consistently prefers to see itself as colorblind, a society claiming to seek a "post-racial" existence. This edited volume offers evidence of the evolving significance of race from a diverse group of male and female contributors self-identifying as Black, Latino, Asian, White, Gay, Lesbian, Jewish, Christian, and Muslim. Our attempts to provide every child and adult learner with what they need (equity) to make the most of their educational experiences (excellence) are still consciously and unconsciously thwarted by the ingrained nature of racism in our society. This becomes obvious when we begin teaching those audiences that represent diverse lived experiences of race about the changing significance of race and how to develop a more critical, reflexive lens focused upon the

SEXUALITIES IN EDUCATION

A READER

EDITED BY
ERICA R. MEINERS
AND THERESE QUINN

Sexualities in Education A Reader

Edited by Erica R. Meiners & Therese Quinn

PB | \$49.95 | 448 pp

HC | \$149.95 | 978-1-4331-0636-1

Counterpoints; v. 367

With germinal texts, new writings, and related art, *Sexualities in Education: A Reader* illuminates a broad scope of analysis and organization. Composed of a framing essay and nine sections edited by established and emerging scholars and addressing critical topics for researchers and students of sexualities and education, the text provides a timely overview of sexualities considered through a variety of educational lenses and theoretical frameworks. Threads woven throughout include visual, literary, and performing arts; youth perspectives; and an emphasis on justice work in education. The volume provides entry points for students and practitioners at a range of levels. Research-based articles, essays, interviews, poetry and ready-to-reproduce visual materials from the Americas, Europe, and Asia are linked to a resource section to facilitate deep learning, on-going investigation, and informed action.

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|---|---|---|
| Introduction: Love, Labor, and Learning:
Yours in the Struggle <i>Therese Quinn &
Erica R. Meiners</i> | SECTION 4—Schooling Sexualities and
Genders | SECTION 7—Sexuality, Research, and
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<i>Karyn Sandlos</i> |
| Introduction: Bending the Terrain:
Queer and Justice Issues Infiltrate the
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| SECTION 2—Contesting Identities in
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Palabraswords, yand
Estudiosstudies: LGBTQIQ Youth
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<i>Angel Rubiel Gonzalez</i> |
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and Karen Graves</i> | SECTION 6—Citizenship, Nationality,
and Culture | SECTION 9—“Doing It”: Sexualities in
Education Resources |
| SECTION 3—Self, Sexuality, and Teaching | Introduction: Crossing Borders
<i>Jukka Lehtonen</i> | |
| Introduction: Teaching as Whole Self
<i>Isabel Nuñez</i> | | |

politics of race. The editors and contributors to this book are finding empowering ways to co-construct and implement a critical race pedagogy that reflects both an acknowledgment of the evolving significance of race and opportunities for hope via education.

How to End Racism in America

Teaching Mutual Immanence

Edited by Gregory K. Tanaka

PB | 978-1-4331-1464-9

HC | 978-1-4331-1469-4

This book departs from diversity training programs that focus on the history of oppression of a particular racial or ethnic group. Based in individual storytelling, this approach does not treat a group population as homogeneous and avoids the "us-against-them" belief system that can lead to resenting or blaming others. Meeting in small, racially diverse clusters, participants instead rely on and support each other as they share their stories of pain, joy, disadvantage and arrival. In workshops at 24 U.S. colleges, schools and nonprofits, participants experienced an unmistakable "mutual immanence" wherein each came into being by helping others also to come into being. In the "dreaming" segment, those who had felt oppressed discovered agency and privileged individuals found themselves supported as they dreamed of a more egalitarian world. The book closes by explaining how mutual immanence can pattern the skills and habits a diverse U.S. will need in a more participatory democracy.

Navigating Borders

Critical Race Theory Research and Counter History of Undocumented Americans

By Ricardo Castro-Salazar & Carl Bagley

PB | \$35.95 | 264 pp | 978-1-4331-1261-4

HC | \$139.95 | 978-1-4331-1262-1

Counterpoints; v. 415

In the context of debates about US immigration, this book aims to give a voice to undocumented Americans of Mexican origin—specifically, involuntary immigrants born in Mexico but brought to the United States by their parents as minors. They are indistinguishable from other Americans, yet on a regular basis in the media and their everyday lives they encounter racism, discrimination, ostracism and castigation. This book is about their stories and how, against the odds, they offer resistance as they navigate across ideological, historical, socio-economic, institutional and educational borders, in an effort to carve out a life in US society. In constructing an evocative and powerful counter-narrative the authors show how they ultimately worked with artists of Mexican origin and community organizations to bring the undocumented issue to performative and political life.

What Does it Mean to be White?

Developing White Racial Literacy

By Robin DiAngelo

PB | 978-1-4331-1115-0

HC | 978-1-4331-1116-7

Counterpoints; v. 398

This book is written to be accessible to a lay and student audience and will provide the conceptual framework necessary to think critically about the dynamics of race and racism in the United States today and answer the fundamental question: what does it mean to be White in a society that proclaims race meaningless, yet is deeply divided by race?

Organizing to Change a City

By Kitty Kelly Epstein with Kimberly Mayfield Lynch & J. Douglass Allen-Taylor

PB | 978-1-4331-1597-4

HC | 978-1-4331-1598-1

This book describes five specific organizing efforts used by activists, including the authors, to change urban conditions for the 99%. They recruited an African-American progressive to run for Mayor; created a 1000 person participatory policy making process; organized to implement those policies; defeated an anonymous developer-dominated machine; and at moments when nothing else would do, "took space" in City Hall and on the streets. During this five year period economic development strategy was changed to limit gentrification by focusing on local employment; new land use, zoning, and employment policies were implemented; the homicide rate was reduced; and the school district was returned to local control.

These efforts are set within a national and international context, illuminating issues of the racial wealth gap, "growth coalitions," gentrification, national education policy, and the application of ideas like "progressive" and "action research." Urban Studies, Ethnic Studies, political science, social science, contemporary history, education and community organizing classes will find *Organizing to Change a City* a unique reading.

A Decolonizing Encounter

Ward Churchill and Antonia Darder in Dialogue

By Pierre Orelus

PB | \$33.95 | 184 pp | 978-1-4331-1708-4

HC | \$139.95 | 978-1-4331-1707-7

Counterpoints; v. 430

A Decolonizing Encounter examines the effects of western colonialism on historically marginalized and colonized populations living both in the West and the "Third World." Specifically, it explores crucial issues

such as the decolonizing of schools and communities of color; the decentralization of power of the capitalist and colonial state; globalization; democracy; and struggle for political and economic justice for all peoples. This book holds appeal particularly to committed social justice educators, as well as scholars and community activists concerned with the important issues of schooling, colonization, democracy, and the right of all students to have access to quality and democratic education. Given its interdisciplinary scope, undergraduate and graduate students majoring in or interested in disciplines such as education, colonial and postcolonial studies, history, anthropology, sociology, and ethnic studies will find this book deeply relevant to their intellectual formation and scholarly interests.

(Un)knowing Diversity

Researching Narratives of Neocolonial Classrooms through Youth's Testimonios

By Tricia Gallagher-Geurtsen

PB | \$35.95 | 192 pp | 978-1-4331-1006-1

HC | \$139.95 | 978-1-4331-1007-8

Critical Qualitative Research; v. 5

(Un)knowing Diversity tells the powerful stories of five minoritized American youths' school experiences.

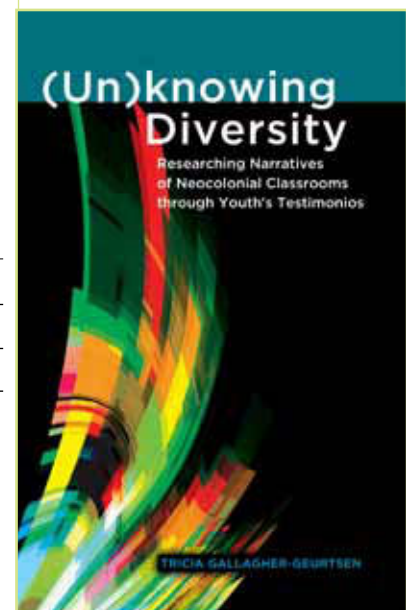


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- 37 Positive Education: The Use of Self-Study Research Methodology to Assess Its Place in Higher Education Settings | *Jeanne Carroll, Marcelle Cacciattolo, and Tarquam McKenna*
- 38 Collective Narrative Analysis and the Understandings of Young People | *Farhat Shabzaad*
- 39 Exploring Possibilities for Critical Relational De/Colonising Methodologies in Early Childhood Education Contexts in Aotearoa | *Jenny Ritchie and Cheryl Rau*
- 40 Writing as Critical Literacy Engagement: Outliers and the Recursive Nature of Critical Qualitative Research | *Jeff Park*
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Critical Qualitative Research Reader

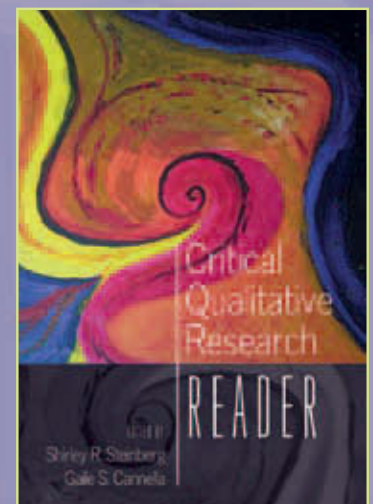
Edited by Shirley R. Steinberg & Gaile S. Cannella

PB | 978-1-4331-0688-0

HC | 978-1-4331-1233-1

Critical Qualitative Research; vol. 2

This volume of transformed research utilizes an activist approach to examine the notion that nothing is apolitical. Research projects themselves are critically examined for power orientations, even as they are used to address curricular problems and educational or societal issues. Philosophical perspectives that have facilitated an understanding of issues of power are used to conceptualize research problems as well as determine methodologies. These life-experience perspectives include, but are not limited to, postcolonial and subaltern studies, feminisms, poststructuralism, cultural studies, and critical race theory. The book also examines the use of language, discourse practices, and power relations that prevent more socially just transformations. The Critical Qualitative Research Reader is an invaluable text for undergraduate and graduate classrooms as well as an important volume for researchers.



In their own words, we learn what it is like to go to school, what helps, what does not, and who these students are becoming. The author outlines the practice of testimonio work, then interprets each narrative, identifying the fixed, fluid, concurrent, and dynamic processes that serve to both map and unmap youth in schools—offering the possibility of decolonization. She identifies postcolonial and neocolonial concepts such as hybridity, nationalism, authenticity, ambivalence, transnationalism, and surveillance. The volume, which includes a study guide with questions and assignments suitable for undergraduate and graduate coursework, will be useful in qualitative methods courses, multicultural foundations courses, and courses in education and sociology.

Tipping on a Tight Rope

Divas in African American Literature

By Aisha Damali Lockridge

HC | \$89.95 | 978-1-4331-0575-3

African American Literature and Culture:
Expanding and Exploding the
Boundaries; v. 19

When Black runway models began throwing phones and VH1's "Divas Live" riveted viewers, a new paradigm for Black women had fully evolved in the form of the Black Diva. Tracing the trajectory of the Diva figure from the Italian castrati to Ntozake Shange's Liliane: Resurrection of the Daughter suggests a way around staid and fixed stereotypes about Black womanhood. The Black Diva performs her demands as a quintessential act of survival in a hostile and racist world; she is both a product of and a mark against the male gaze, Black and white. Ultimately, *Tipping on a Tightrope: Divas in African American Literature* uses present popular culture incarnations of the Diva to detail her long relationship with Black American literary culture.



A Community of Disagreement

Feminism in the University

By Danielle Bouchard

PB | \$35.95 | 192 pp | 978-1-4331-1730-5

HC | \$139.95 | 978-1-4331-1733-6

Counterpoints; v. 431

As academic feminism has critiqued the often-violent inscriptions of institutionality, it has also produced a narrative of its role in the university fraught with difficulties of its own. The understanding of difference—as an object to be agreed upon and as the foundation for a diversity model of inclusion—that has emerged as the defining feature of this narrative has also come to serve as the suture point between feminism and the university, a site of presumed resistance to institutionality. Engaging in a close reading of the literature on the current state of academic feminism as well as a variety of bureaucratic, organizational, and scholarly texts on the US university, Danielle Bouchard draws from contemporary political philosophy, postcolonial and women of color feminisms, and poststructuralist social theory in order to examine feminism's relationship to what has become one of the central missions of the US university: the management of difference. Proposing that the possibility of imagining

alternative university formations rests on a difference that cannot be fully accounted for, Dr. Bouchard understands feminism as a community of disagreement, a formation that resists political resolution and interpretive closure.

Qualitative Research

Qualitative Research

A Reader in Philosophy, Core Concepts, and Practice

Edited by Barbara Dennis,
Lucinda Carspecken
& Phil Francis Carspecken

PB | 978-1-4331-0472-5

HC | 978-1-4331-0473-2

Counterpoints; v. 354

We conceived of this book with the idea that critical explorations into the key philosophical issues in qualitative research could throw light on distortions, power relations, hidden assumptions and possibilities within the field, and could ultimately provide the groundwork for needed change and new directions. We wanted to do this with rigor, getting underneath the contemporary divisions in qualitative research, first building up philosophy and core concepts and then returning to specific practices in qualitative research. The book, in a way, then, is a statement of hope. We have seen many promising trends in the last few decades as academics from the groups who have traditionally been studied and spoken for in the past – indigenous peoples, women, minorities, gays and lesbians, for example—make their voices heard, as the "other" speaks back, and as the uses to which research is put receive more scrutiny. We see signs that qualitative research may begin to turn the tables on its own history and become a tool for emancipation rather than its opposite. The book is divided into five sections which each focus on different aspects of qualitative methodological practices and the concepts which are inherent in the practices themselves. The

editors of this book are experienced with conducting qualitative research and two of the editors teach multiple university courses on research methodology and the social and epistemological theories associated with inquiry. Many of the books available for our courses divide qualitative research into a number of disparate types and then explain philosophical and epistemological positions according to those divisions. In our opinion, such approaches inadequately confront orienting questions of human knowledge implicit to all forms of social research. We intend to produce a new book that exemplifies theory and methods in qualitative research in relation to a sound presentation of social-theoretical core concepts.

Critical Pedagogy

Critical Pedagogy in the New Dark Ages

Challenges and Possibilities

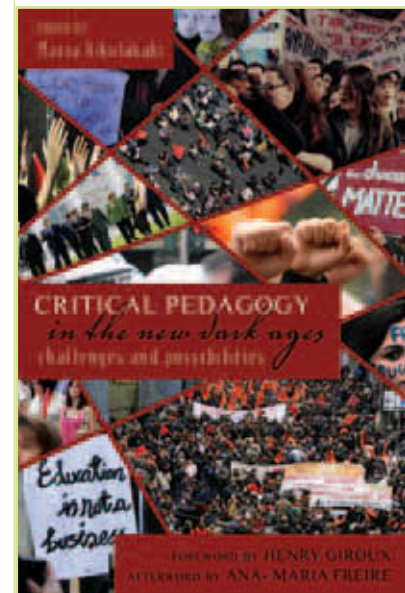
Edited by Maria Nikolakaki

PB | 978-1-4331-1427-4

HC | 978-1-4331-1428-1

Counterpoints; v. 422

This book helps readers to unveil the neoliberal ideology that insidiously has lead humanity to a withdrawal of



human accomplishments made in history and sentences billions of people to a new dehumanization. It addresses the need to aggressively reject the siege of society by the markets, which is leading to a form of sub-humanity known only in the Dark Ages. Critical Pedagogy comes to bring hope to this New Dark Age, since it rebuilds the potential for struggles to promote social justice and offers a language of possibility, announcing that another world is possible and that education is an arena to give these fights.

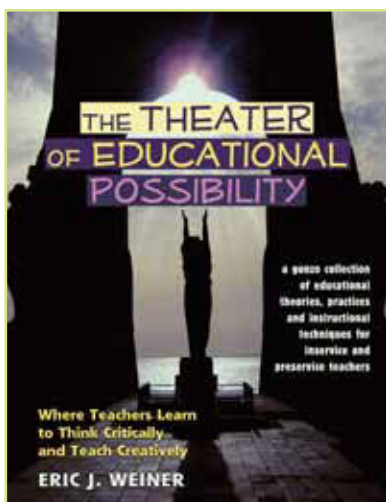
The Theater of Educational Possibility

Where Teachers Learn to Think Critically and Teach Creatively

By Eric J. Weiner

Ebook | \$22.95 | 182 pp |
978-1-4539-0226-4

The Theater of Educational Possibility is a graphic textbook dealing with the representation of the art and theory of teaching and learning. It merges images, poetry, academic and theoretical discourses, instructional techniques, sociological analysis, and music lyrics in an effort to show pre-service and in-service teachers and teacher-educators how to enact a critical and creative project of educational reform, renewal and transformation. It is designed to provoke and initiate dialogue and to encourage and support the creation of new knowledge about teaching, learning, literacy, culture, and power.



The premise of *The Theater* arises from the idea that our teaching works best when it operates in authentic contexts of learning. Against the grain of both conservative and liberal educational thought, *The Theater* challenges educators to think critically and act creatively in the service of a more humane, peaceful and just future.

Hip-Hop(e)

The Cultural Practice and Critical Pedagogy of International Hip-Hop

Edited by Brad J. Porfilio
& Michael J. Viola

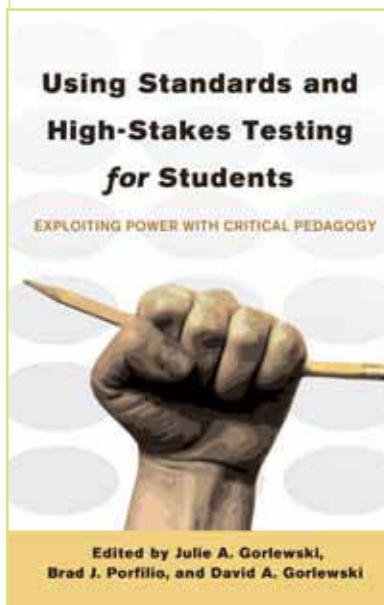
PB | \$37.95 | 344 pp | 978-1-4331-1432-8

HC | \$ 149.95 | 978-1-4331-1433-5

Adolescent Cultures, School and Society;
v. 56

The purpose of this volume is to highlight emancipatory messages and cultural work generated by the organic intellectuals of global hip-hop. It provides a much needed invention in illuminating hip-hop as an important cultural practice and a global social movement. This collaborative project is of utmost importance to scholars, practitioners, researchers, and youth who are interested in social justice education. The contributors provide the audience with thick descriptions of the social realities (e.g., globalization, migration, poverty, criminalization, and racism) youth are resisting through what we recognize as a decolonial cultural politic. Furthermore, this volume makes contributions to the current archive of multicultural education that seeks to understand the vilification of youth (of color) for the social problems created by a global system that benefits a small minority. Finally, this project highlights the importance of research projects that link the production of educational scholarship with the cultural activities, everyday practice, and social concerns of global youth in order to ameliorate the social, economic, and political problems that are transcending

national boundaries in an age of corporate "globalization."



Using Standards and High-Stakes Testing for Students

Exploiting Power with Critical Pedagogy

Edited by Julie A. Gorlewski,
Brad J. Porfilio & David A. Gorlewski

PB | \$36.95 | 288 pp | 978-1-4331-1555-4

Counterpoints; v. 425

This book overturns the typical conception of standards, empowering educators by providing concrete examples of how top-down models of assessment can be embraced and used in ways that are consistent with critical pedagogies. Although standards, as broad frameworks for setting learning targets, are not necessarily problematic, when they are operationalized as high-stakes assessments, test-based pedagogies emerge and frequently dominate the curriculum, leaving little room for critical pedagogies. In addition, critics maintain that high-stakes assessments perpetuate current class structures by maintaining skill gaps and controlling ideology, particularly beliefs in individualism, meritocracy, and what counts as knowledge. This book offers readers a deepened awareness of how educators can alleviate the effects of

standardization, especially for students in poor and working-class communities. As teachers negotiate their roles in this time of increasing regulation and standardization, it is essential to maintain and model a critical stance toward curriculum and instruction. Educators know why this approach is vital: This book illustrates how to make it happen.

Pedagogy of the Other

Edward Said, Postcolonial Theory and Strategies for Critique

Edited by Shehla Burney

PB | 978-1-4331-1382-6

HC | 978-1-4331-1383-3

Counterpoints; v. 417

Edward Said has been acknowledged as one of the greatest critics and cultural theorists of our time. His ground breaking work, *Orientalism*, initiated the development of 'postcolonial theory', creating a paradigm shift in re-conceptualizing, deconstructing, and re-presenting the 'Orient' as the ultimate "Other" of the 'Occident'. Despite its influence on other disciplines, the impact of his work in the field of Education has not yet been fully explored. It translates Said's complex theory into praxis for readers and educators by gleaming out key concepts and methodologies, critical and conceptual frameworks, uses and ramifications, for academic critique. The chapters investigate theoretical concepts and their possibilities for a pedagogy of the Other. *Pedagogy of the Other*, appropriately named after Paulo Freire's *Pedagogy of the Oppressed*, presents Said's theory as an interdisciplinary, intercultural and inclusive critical pedagogy of the Other. Ways and means of making the Other a part of mainstream discourse, of culture and knowledge, are suggested in order to create an innovative postcolonial teaching practice that does not marginalize, oppress, or negate the Other, but rather, creates a counter-discourse of representation and empowerment.

Plantation Pedagogy

A Postcolonial and Global Perspective

By Laurette S. M. Bristol

PB | 978-1-4331-1715-2

HC | 978-1-4331-1973-6

Global Studies in Education; v. 16

This study originates from an Afro-Caribbean, primary school teacher's experience. It provides a discourse which extends and illuminates the limitations of current neo-liberal and global rationalizations of the challenges posed to the practice of being a teacher. A plantation pedagogy is distinguished from critical pedagogy by its historical presence and its double-faced manifestations as simultaneously oppressive and subversive. Critical pedagogy privileges and relocates educational transformation within the cultural arena, so that culture and history become the vehicles for teaching, educational research and social transformation. It returns the work of education to the community; promotes an interconnection between the personal stories of the teacher, the historical narratives and memories of the community of teaching and the professional advocacy of the teaching community; and advances an uncompleted decolonization project of public political education.

Constructing Critical Consciousness

Narratives that Unmask Hegemony and Ideas for Creating Greater Equity in Education

By Virginia Lea

PB | 978-1-4331-1350-5

HC | 978-1-4331-1351-2

Counterpoints; v. 414

Since its inception, public education in the United States has contributed to the reproduction of a socio-economic and political hierarchy with ingrained inequities and inequalities. The primary goals of public education

have included socializing young people to become docile, patriotic citizens, serving the nation state, thus preparing them to fit in to a corporate, global economy. This hegemonic process requires us to come to see dominant cultural ideas, values and beliefs as "normal" or "common sense." *Constructing Critical Consciousness* unmarks the everyday, colonizing operations of hegemonic power, often under the guise of progressive language. Through critical, multicultural research and critical race, class and gender narratives, the book exposes some of the barriers encountered in challenging hegemony, and offers ideas for interrupting hegemony in teacher and K-12 education. Its features include research and narratives that identify how power operates in the field of education through micro-aggressions and oppressions to construct consciousness and reproduce the status quo; a collection of short, invited narratives by educators who have been working to expose and transform hegemony; and practical ideas for interrupting the hegemonic processes described in the narratives.

Democratic Education

International Struggles for Critical Democratic Education

Edited by Matthew Knoester

PB | 978-1-4331-1599-8

HC | 978-1-4331-1600-1

Counterpoints; v. 427

Written in clear prose, and including many specific examples that draw from rich data generated by the authors themselves, *International Struggles for Critical Democratic Education* offers an important contribution to the crucial project of analyzing and describing how differential power relations are (re) produced in and through educational institutions, and it offers rich descriptions of serious efforts to interrupt this reproduction.

Given the global nature of this volume, the text shows how forces of globalization and convergences operate, such as the dominant ideology of neoliberalism seen in so many parts of the world, representing one of the greatest challenges to critical democratic education. The book is essential reading for pre-service and in-service teachers, researchers, graduate students, administrators and anyone else involved in the quest for democratic education today.

Educating for Democratic Consciousness

Counter-Hegemonic Possibilities

Edited by Ali A. Abdi & Paul R. Carr

PB | 978-1-4331-1710-7

HC | 978-1-4331-1711-4

Critical Studies in Democracy and Political Literacy; v. 4

There is a widespread, but mainly untenable, assumption that education in Western societies (and elsewhere) intuitively and horizontally aids the democratic development of people. An argument could be made that in contemporary liberal democracies, education was never designed for the well-being of societies. Instead of the full inclusion of everyone in educational development, it becomes dominated by those with a vested interest in the role of the liberal state as a mediating agent that, ultimately, assures the supremacy of the capitalism and neoliberalism. This book extends beyond a theoretical analysis of democratic education, seeking to tap into the substantial experiences, perspectives and research of a wide range of leading scholars from diverse vantage points, who bring themselves and their work into the debate connecting democracy and education, which elucidates the reference to counter-hegemonic possibilities in the title.

Ethics

The Hope for Audacity

Recapturing Optimism and Civility in Education

Edited by Terri Jo Swim, Keith Howard & Il-Hee Kim

PB | \$35.95 | 200 pp | 978-1-4331-1852-4

HC | \$139.95 | 978-1-4331-1853-1

Critical Education and Ethics; v. 1

For far too long, public education had been under the shadow of terms such as failing schools, achievement gaps, and poor classroom management. While many publications have outlined these issues, the goal of this book is not to resonate despair, but to illuminate our hopes and dreams for public education. For the authors of this book, having the audacity to hope for better public education means trusting teachers and children to engage in intellectual endeavors that advocate for the development of the whole person and active participation in a democratic community. This book will be a great resource for pre-service and in-service teachers, professors, administrators, and policy-makers in exploring a new pathway for educational reform.

The Hope for Audacity

Public Identity and Equity in Education

By Lilia D. Monzo & Alice Merz

PB | 978-1-4331-1856-2

HC | 978-1-4331-1857-9

Critical Education and Ethics; v. 2

The Hope for Audacity: Public Identity and Equity Action in Education calls for audacious action from the President and his administration as they attempt to guide educators, policy makers, and even the general public in thinking critically about education. The book also discusses the role of faculties of education in becoming more active agents of change. The authors argue that issues of equity and social justice for students in all

schools cannot be overlooked if leaders want to make a positive difference in education and the lives of children and their families. *The Hope for Audacity* includes the voices of diverse students and their teachers, including those of racial and linguistic minorities, the LGBTQ community, and students with disabilities.

Through personal stories and research, the volume seeks to raise awareness of the needs of these communities so that their education can become a national priority.

The Hope for Audacity

From Cynicism to Hope in Educational Leadership and Policy

Edited by Stella C. Batagiannis, Barry Kanpol & Anna V. Wilson

PB | 978-1-4331-1858-6

HC | 978-1-4331-1859-3

Critical Education and Ethics; v. 3

The Hope for Audacity: From Cynicism to Hope in Educational Leadership and Policy is authored by educators who feel compelled to make their voices heard—fueled by their passion for authentic learning, their vision for the future of education, and their deep concern with the nurturing of our democracy, which they believe is being endangered by market logic decisions in educational policy. The book is intended as a thoughtful affirmation of the very tenets of President Obama's articulated, hopeful vision for this nation, not as mere empty or cynical critique of his policies. However, the book is also a challenge to President Obama to examine the contradictions in his stated philosophy and his policies. The book is a concomitant plea to translate his beliefs into political action and to, thus, transform hope into reality. Ultimately, the authors express their genuine commitment and eagerness to work hand in hand with President Obama in educational reform and to attain his articulated vision of Yes, we can.

Even the Janitor is White

Educating for Cultural Diversity in Small Colleges and Universities

By M. Gail Hickey & Brian K Lanahan

PB | 978-1-4331-1860-9

HC | 978-1-4331-1861-6

Critical Education and Ethics; v. 4

More than 40 percent of students in U.S. schools are of non-White ethnicity, yet the majority of teachers are White and middle class. White teacher education students with little exposure to diverse ethnic groups experience difficulty instructing and interacting effectively with non-White students. Some teacher education students are resistant to conversations about race or ethnicity in the college classroom. In turn, teacher education faculty may avoid initiating dialogues about race or ethnicity. U.S. teacher education programs, however, are charged with preparing culturally competent teachers. Educational experts agree teacher educators must direct special attention toward consciousness-raising activities and instructional strategies to increase White educators' awareness of diverse populations, challenge stereotypes, and facilitate interpersonal interactions between and among ethnic groups. Teacher education programs without ready access to diverse populations could benefit



from collections of classroom-tested strategies for increasing educators' awareness about diversity. This volume addresses challenges faced by teacher educators who are committed to diversity education. The chapters in this volume invite readers to reflect on their own practice as teacher educators as well as consider ways in which that practice might be improved.

Curriculum

Education Interrupted and the Business of Schooling

By William M. Reynolds

PB | 978-1-4331-0975-1

HC | 978-1-4331-0976-8

Counterpoints; v. 390

Education Interrupted and the Business of Schooling addresses the current state of the curriculum practices within the business of public schooling and teacher training in the United States and elaborates on the interruption of education and the movement toward schooling as information exchange. It will place the conceptualizations and practices of the current schooling milieu within a post-structural framework, relying on the theoretical orientation of Gilles Deleuze, Giorgio Agamben, Michael Hardt, Antonio Negri and others. The uniqueness of the text deconstructs the practices of schooling within this particular theoretical lens and historical conjuncture. It will return to the author's work in his previous two co-authored books, *Expanding Curriculum Theory: Dis/positions and Lines of Flight* (2004) and *The Civic Gospel: A Political Cartography of Christianity* (2009).

Integrating Multiculturalism into the Curriculum

From the Liberal Arts to the Sciences

By Sandra Mayo & Patricia J. Larke

PB | 978-1-4331-0977-5

HC | 978-1-4331-0978-2

Counterpoints; v. 391

Integrating Multiculturalism into the Curriculum: From the Liberal Arts to the Sciences is a reader that introduces the Multicultural Curriculum Transformation and Research Institute, a successful multicultural curriculum transformation paradigm that is a model for colleges and universities across the country and abroad. Section One details the history of the effective implementation of the strategies at a university in Texas over the last seven years with emphasis on goals, pedagogical strategies, institutional support, and faculty recruitment. Section Two gives an in-depth look at a sampling of content units presented during the Institute. Section Three highlights faculty who attended Institute training and the resulting implementation of the strategies and student feedback. It also showcases a multicultural assessment instrument, a useful tool for determining if a course is multicultural. Section Four includes a variety of transformed courses from six colleges—Business, Fine Arts and Communication, Science, Applied Arts, Liberal Arts, and University College.

A Heart of Wisdom

Life Writing as Empathetic Inquiry

Edited by Cynthia M. Chambers, Erika Hasebe-Ludt, Carl Leggo & Anita Sinner

PB | 978-1-4331-1529-5

HC | 978-1-4331-1530-1

Complicated Conversation: A Book Series of Curriculum Studies; v. 39

This anthology explores life writing as a mode of educational inquiry, one where students and teachers may get

Primers

Vygotsky on Education Primer

By Robert Lake

PB | \$18.95 | 184 pp |
978-1-4331-1355-0

Peter Lang Primers

The *Vygotsky on Education Primer* serves as an introduction to the life and work of the Russian psychologist Lev Vygotsky. Even though he died almost eighty years ago, his life's work remains both relevant and significant to the field of education today. This book examines Vygotsky's emphasis on the role of cultural and historical context in learning, while challenging theories that emphasize a universalistic view of learning through fixed, biologically determined stages of development. Given our current preoccupation with standardized outcomes and the corporatization of schooling, Vygotsky's most important ideas about education need to be reconsidered. The primer provides an overview of his two best-known ideas: the zone of proximal development and the development of thinking and speech as a means of empowerment, and discusses Vygotsky's views of the roles of critical and creative imagination in the formation of personal agency and in creative collaboration. Applications to current practices from a wide range of sources clarify and promote relevance to diverse audiences. This primer presents the essence of Vygotsky's work in language that is accessible to all students of education.

American Public Education Law Primer, 2nd Edition

By David C. Bloomfield

PB | \$22.95 | 208 pp |
978-1-4331-0974-4

Peter Lang Primers

This readable introduction to American public education law is designed to assist practicing

educators, college and graduate students, parents, and the public in better understanding and acting on everyday legal issues such as student and teacher expression, privacy, church/state separation, discipline, curriculum, legislating and lobbying, parent engagement, discrimination, special education, No Child Left Behind, and more. Unique features include practical situations, the "Facts and Find" approach to legal research, glossary, and the "Cascade" approach to understanding the American legal system.

Arts-Based Research Primer

By James Haywood Rolling, Jr.

PB | \$18.95 | 978-1-4331-1649-0

Peter Lang Primers

The *Arts-Based Research Primer* explores the arts-based research paradigm and its potential to intersect with and augment traditional social science and educational research methods. The arts-based research (ABR) paradigm may be broadly understood as a flexible architecture of practice-based theory-building methodologies. This text aims to reveal how arts-based ways of knowing and doing lend themselves to blended spaces of naturalistic inquiry, and is intended to aid artists and scientists alike in their research and professional practices. The arts occupy a paradigm where reactions in or upon a target area of interest spawn emergent ideas even as the doing is enacted—and where ideas remain less than fully constituted until physically manifested or conceptually represented.

This text also highlights the utility of arts-based research concepts toward building innovative curriculum-making strategies for educational practice both within and beyond the classroom setting. Accessible examples of analytic, synthetic, critical-activist, and improvisational

arts-based research methodologies and their outcomes were solicited from a wide range of researchers in varying disciplines, including senior faculty and emerging graduate level scholars. Chapters include a paradigm analysis of the characteristics of arts-based research; brief historical overviews along with a review of recent ABR literature; charts, diagrams and photographs representing ABR approaches for addressing diverse kinds of questions; suggestions for using an ABR inquiry model when writing a research paper; and detailed glossaries of key concepts and terms.

Charter School Primer

By Anne Marie Tryjankowski

PB | \$18.95 | 136 pp |
978-1-4331-1188-4

Peter Lang Primers

The *Charter School Primer* presents an overview of public charter schools in the United States. The book discusses what charter schools are; the history of public charter school choice in the United States; the role of teachers, parents, boards, and unions in the charter school movement; and gives examples of innovations in education made possible under charter school legislation.

a "heart of wisdom" as they struggle with the tensions and complexities of learning and teaching in challenging contemporary circumstances.

Contributors write first-person creative non-fiction in a variety of life writing genres, such as memoir, poetry, personal essay, and various blended genres. In four sections entitled Memory Work, Place Work, Curriculum Work, and Social Work, the writers explore the struggles and joys of pedagogy where relationships are at the heart of teaching and learning. The essays address questions such as: What critical moments in learning and teaching change lives? What stories need to be told? What questions ache to be asked?

Curriculum and the Aesthetic Life

Hermeneutics, Body, Democracy and Beauty in Curriculum Theory and Practice

By Donald S. Blumenfeld-Jones

PB | 978-1-4331-1765-7

HC | 978-1-4331-1766-4

Complicated Conversation: A Book Series of Curriculum Studies; v. 41

Curriculum and the Aesthetic Life brings together in one volume over 20 years of scholarly work by dancer/educator/scholar Donald Blumenfeld-Jones on the intersection of curriculum theory and practice with aesthetics, ethics and hermeneutic inquiry, focusing on the body and emotions and the theory and practice of Arts-based Education Research, including his noted "Hogan Dreams." He brings to his work an aesthetic sensibility developed over 40 years of active involvement in the arts as well as a Frankfurt School critical theory orientation and a constant concern for building an ethical world through cultivating an aesthetic awareness. This linking of aesthetics and ethics makes a unique contribution to the theoretical foundations of curriculum theory and educational philosophy. Always concerned with connections to practice, many examples are given of curriculum practice and teaching as well as scholarly studies of curriculum work. This book is essential reading for anyone involved in the arts and education.

Writings of Healing and Resistance

Empathy and the Imagination
Intellect

By Mary E. Weems

PB | 978-1-4331-1209-6

HC | 978-1-4331-1208-9

Cultural Critique; v. 7

Writings of Healing and Resistance: Empathy and the Imagination-Intellect is a multi-authored, interdisciplinary journey. It continues the work started in *Public Education and the Imagination-Intellect* (Peter Lang, 2003) by extending the importance of empathy in developing an action-based social consciousness. It discusses how Weems has been exploring empathy with her students as well as exemplars from their work. Weems is not arguing for one way of pursuing an empathy connected to mind, body and spirit. She acknowledges that just as artists work in various mediums, each with their own process for sharing how they think and feel about a particular topic or moment, each individual may get to the same place: A deep, spiritual, close identification with the experiences of the other in a way that works for them. *Writings of Healing and Resistance* encompasses a variety of forms: autoethnography, ethnodrama, poetic inquiry, and critical essay, as well as scholars' work in a number of disciplines including Communications, Cultural Studies, Sociology, Anthropology, Educational Leadership, African American Studies and Cultural Foundations.

Global Education

International Education in Global Times

Engaging the Pedagogic

By Paul Tarc

PB | 978-1-4331-1476-2

HC | 978-1-4331-1477-9

Global Studies in Education; v. 10

This book illuminates the changing landscape and expediency of international education in global times. Within this larger picture, the book focuses on the educational

effects of international encounters, experiences and lessons—the complex processes of learning and subject formation in play during and after one's international/intercultural experience. These complex processes, hinged on past and present self-other relations, are illustrated by employing the parable of 'The Elephant and the Blind Men.' In contrast to more narrow, developmentalist conceptions of intercultural learning, the author attends to each of the linguistic, existential, structural and psychical dimensions of difficulty constituting learning across difference. Becoming aware of, and reflexive to, these dimensions of difficulty and their implications for one's own learning and resistance to learning, represents the domain of cosmopolitan literacy. The key intervention of this book is to re-conceive pedagogical processes and aims of international education as fostering such cosmopolitan literacy.

Interculturalism, Education and Dialogue

Edited by Tina (A.C) Besley
& Michael A. Peters

PB | \$42.95 | 424 pp | 978-1-4331-1514-1

HC | \$199.95 | 978-1-4331-1515-8

Global Studies in Education; v. 13

Intercultural dialogue is a concept and discourse that dates back to the 1980s. It is the major means for managing diversity and strengthening democracy within Europe and beyond. It has been adopted the United Nations, UNESCO and the Council of Europe as the basis for interreligious and interfaith initiatives and has become increasingly associated with a liberal theory of modernity and internationalism that presupposes freedom, democracy, human rights and tolerance. It is now the dominant paradigm for 'cultural policy' and the educational basis for the development of intercultural understanding. Governments have placed their hope in intercultural education as the way to avoid the worst excesses of globalization, especially exclusion and marginalization, and the problems of xenophobia and racism that afflict European societies. Interculturalism, Education and Dialogue is an international collection by renowned scholars who examine the ideological

underpinnings of the European model and its global applications. It explores the historical, philosophical and educational dimensions of intercultural dialogue.

Globalisms and Power

Iberian Educational and Curriculum Policies

Edited by João Paraskeva

& Jurjo Torres Santome

PB | 978-1-4331-1553-0

HC | 978-1-4331-1554-7

Global Studies in Education; v. 14

Globalisms and Power: Iberian Educational and Curriculum Policies examines the current effects neoliberal globalization is having on Spanish and Portuguese educational and curriculum policies and practices. In so doing, the book dissects the nexus between globalization (or globalisms), and power under a global policy momentum, and analyzes how neoliberal globalization strategies eagerly led by nongovernmental institutions determine and drive the educational agenda in each nation. Both Portugal and Spain were subjugated by menacing and murderous military dictatorships for more than four decades. Their education systems were therefore laced with an authoritarian, militaristic, racist, and xenophobic ideology. Portugal and Spain's secular authoritarian traditions and the strong influence of a conservative church are now dangerously entangled with the demands of neoliberal ideologies. They bring to the fore how education and curriculum policies and practices are determined, and how they in turn determine the dynamics of ideological production in society. This volume not only unmasks the massive artillery borrowed from the private sector to fix public education, it also lays bare the fact that nothing is natural, normal, or inevitable in this corporate global momentum.

Immigration and the National Politics of Schooling

Comparative Ethnographies in California and Catalonia

Edited by Silvia Carrasco

PB | 978-1-4331-1512-7

HC | 978-1-4331-1513-4

Global Studies in Education; v. 12

Environmental Education

Conceptual Challenges for Environmental Education

Advocacy, Autonomy, Implicit Education and Values

By Christopher Schlottmann

PB | \$35.95 | 168 pp | 978-1-4331-1093-1

HC | \$139.95 | 978-1-4331-1094-8

(Re)Thinking Environmental Education; v. 1

Conceptual Challenges of Environmental Education is a critical analysis of environmental education from the perspective of educational ethics. It aims to spell out elements of the conceptual foundations of an environmental education theory that can advance our understanding of, and improve our responses to, modern environmental problems like global environmental change and climate change. The book is intended to broaden the types of environmental education practiced, specifically by attempting to draw on the integrative strengths of liberal education. At their core, environmental problems require both ethical and integrative understanding as part of their solutions. The book proposes strategies for incorporating such understanding into our educational theories and programs. Specific analyses include implicit education, advocacy, Decade of Education For Sustainable Development, and climate change.

Trading Zones

Creating Trans-disciplinary Dialogue in Environmental Education

Edited by Marianne Elizabeth Krasny & Justin Dillon

PB | 978-1-4331-1179-2

HC | 978-1-4331-1180-8

(Re)Thinking Environmental Education; v. 3

This volume explores new perspectives in environmental education that emerge from trans-disciplinary dialogue among an international group of scholars. The book begins with an overview of challenges facing environmental education as a field of inquiry and practice, and the potential for cross-disciplinary research to address these challenges. Ten subsequent chapters, each co-authored by an environmental education scholar and a researcher from a related field, address topics such as emotion, participation, democracy, disaster and conflict, installation art, natural resources management, and sense of place. The final chapter reflects on the role of the trans-disciplinary process in facilitating innovations in research and practice.

Earth, Animal, and Disability Liberation

The Rise of Eco-Ability

Edited by Judy K.C. Bentley, Janet M. Duncan & Anthony J. Nocella II

PB | 978-1-4331-1506-6

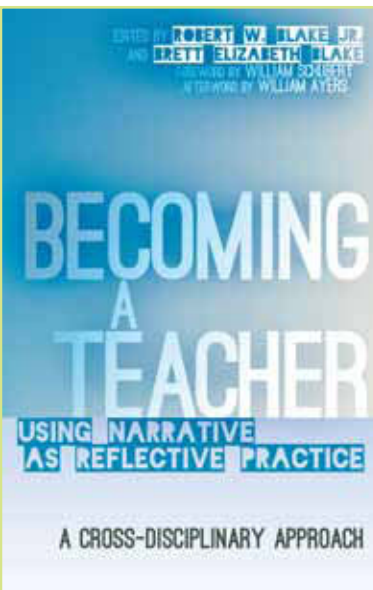
HC | 978-1-4331-1507-3

(Re)Thinking Environmental Education; v. 7

This provocative and groundbreaking book is the first of its kind to propose the concept of Eco-Ability: the intersectionality of the ecological world, persons with disabilities, and nonhuman animals. Rooted in disability studies/rights, environmentalism, and animal advocacy, this book calls for a social justice theory and movement that dismantles constructed “normalcy,”

ableism, speciesism, and ecological destruction, while promoting mutual interdependence, collaboration, respect for difference, and inclusivity of our world. Eco-ability provides a positive, liberating, and empowering philosophy for educators and activists alike.

Teacher Education



Becoming a Teacher

Using Narrative as Reflective Practice. A Cross-Disciplinary Approach

Edited by Robert W. Blake, Jr. & Brett Elizabeth Blake

Foreword by William Schubert and Afterword by William Ayers

PB | \$35.95 | 248 pp | 978-1-4331-1330-7

HC | 978-1-4331-1331-4

Counterpoints; v. 411

Becoming a Teacher revisits the concept of Teacher Lore (Schubert and Ayers, 1992), by providing a cross-disciplinary approach linking elements of narrative theory to all aspects of pre- and in-service teaching. In essence, it embraces the notion that what teachers say matters. The rationale behind this text is the idea that narrative can not only be a

conceptual lens through which a particular discipline can be re-examined, but also an aid to help preservice teachers understand the potential importance of personal experience and reflective ways of knowing as they learn to become teachers. In addition, this book serves as a reminder to those of us in teacher education that the very mandates that control so much of our curricula, funding, and publishing decisions can be reconstructed to reflect what we know is good teaching—and what we know works, in spite of standardized testing and accountability measures that declare the opposite.

Provoking Conversations on Inquiry in Teacher Education

By Darren E. Lund, E. Lisa Panayotidis, Hans Smits & Jo Towers

PB | 978-1-4331-1828-9

HC | 978-1-4331-1829-6

Counterpoints; v. 420

This book opens a multi-vocal and layered conversation on critical contemporary issues in teacher education. As a provocative example of self-study research, each part of the book shows the richness and productivity of collaborative, practice-based research, oriented to critical issues in teacher education. The collaborative and thoughtful text features four deeply passionate and committed authors who have also invited a range of outside expert voices to reflect on their collaborative pieces. This effort to make their work public and to invite responses represents a deliberate attempt by the authors to reveal the importance of critical conversations. Invited responses by critical colleagues from other institutions demonstrate that conversations about our practices in teacher education must remain open-ended and responsive to a plurality of thought and experience.

Leadership

Foundations of Teacher Leadership

Understanding the “Why?” Behind the “What?”

By Eleanor Blair Hilty

PB | 978-1-4331-1677-3

HC | 978-1-4331-1676-6

As an important component of revised teacher education programs and most current state standards for teacher licensure, teacher leadership is emerging as a central theme in teacher training at both the undergraduate and graduate levels. Teacher leadership has the potential to emerge in 21st century schools as a radical repositioning of teacher’s work within a context that defines both formal and informal leadership roles along a continuum that puts educational advocacy and efficacy in the “hands” of all major stakeholders, not just a few. As such, *Foundations of Teacher Leadership* addresses the complex relationship between the history, philosophy, and sociology of education and teacher’s work as advocacy leadership. It is the belief of the authors that meaningful educational reform requires the participation of teachers who understand the impossibility of articulating a vision of what teacher’s work should be like without first having an in-depth understanding of why it is that way. This book provides a critical perspective on teacher’s work that will guide students in their understanding of the kinds of changes that are necessary to support authentic teacher leadership.

Educational Management Turned On Its Head

Exploring a Professional Ethic for Educational Leadership: A Critical Reader

By William C. Frick

PB | 978-1-4331-1578-3

HC | 978-1-4331-1579-0

Education Management: Contexts, Constituents, and Communities; v. 8

The importance of professional and/or practical ethics in the modern occupations cannot be overstated. The management paradigm in education is in shift as a result of a continuing refocus on the moral and ethical dimensions of working and leading in schools. Although professional norms can be powerful in directing and informing work-related judgment and behavior, and while personal qualities or characterological dispositions of the educator cannot be easily dismissed, this book puts forth and expands upon the viability of a professional ethic for education, and educational administration/ leadership in particular. Although a professional ethic for educational administration is presented, developed, and interrogated, its applicability for all professional educators is implicit. The development of professional ethic for education has been underway, but in its current state could be viewed as under-theorized or commonly misunderstood as obvious and simplistic. The critical reader seeks to make a strong argument for the legitimacy of a professional ethic for the field of education by drawing together a diverse collection of literature that explores, critically examines, and further develops a practical ethical "paradigm" for the field.

Higher Education

Teaching, Learning and Intersecting Identities in Higher Education

Edited by Cerri A. Banks

PB | 978-1-4331-1313-0

HC | 978-1-4331-1314-7

Higher Ed: Questions about the Purpose(s) of Colleges and Universities; v. 21

This book utilizes the theory of intersectionality to focus on the divergent identities and experiences of marginalized groups and to analyze the ways these experiences infiltrate the classroom. It examines teaching and learning as integrated and synergistic practices and highlights the personal and institutional power dynamics existing between scholars and students. Starting with the premise that institutions of higher education must pay attention to the ways intersecting identities and structures of privilege and disadvantage enter all educational settings, the contributors to this text represent a range of academic disciplines and they are both scholars and students. This approach demonstrates that ideas related to teaching and learning should not follow models that separate teachers, students, and disciplines, but rather that significant learning occurs in the areas where they overlap. Each chapter provides pedagogical strategies and methods for classroom practice that facilitate student learning, equitable classroom environments, and a social justice agenda.

The Red Light in the Ivory Tower

Contexts and Implications of Entrepreneurial Education

By Donna Adair Breault & David M. Callejo Pérez

PB | \$35.95 | 168 pp | 978-1-4331-1201-0

HC | \$139.95 | 978-1-4331-1202-7

Counterpoints; v. 401

The Red Light in the Ivory Tower: Contexts and Implications of Entrepreneurial Education critically analyzes the operational behaviors of prestigious and prestige-seeking universities, particularly within the context of budget shortfalls and rising competition. The book challenges entrepreneurial activities within universities by exploring the costs of such ventures in terms of honoring commitments to faculty and students while maintaining integrity of institutional purpose. The book offers six case studies that illustrate the organizational behaviors influenced by prestige indicators. Ultimately, the book challenges readers to address the complex issues of leadership and power within the context of social, political, economic, and historical influences within higher education. By asking difficult questions about the entrepreneurial behaviors of prestigious and prestige-seeking universities, stakeholders can reimagine and reclaim a sense of purpose that can ultimately influence organizational identities and thus the degree to which their universities support and serve their students, faculty, and community.

Policing the Campus

U.S. Higher Education and the Culture of Terror

Edited by Anthony J. Nocella II & David Gabbard

PB | 978-1-4331-1311-6

HC | 978-1-4331-1312-3

Counterpoints; v. 410

With the rise of the corporate university and the academic industrial complex, colleges and universities throughout

the United States are becoming monitored, armed, gated, and contracted out in the name of security. *Policing the Campus: U.S. Higher Education and the Culture of Terror*, a collection of essays by activist-academics and campus organizers from a variety of fields and movements, is the first book to fully explore how academic freedom in higher education has entered a state of academic repression. In this new Occupy Wall Street era, higher education mirrors the problems that plague urban schools in poor communities, including metal detectors, random locker searches, drug sniffing police dogs, in-class arrests, and security guards at every major entrance. This book is a wake up call to protect higher education as a bastion of free thought, strategy, and challenge for the 99%, and not preserve it as the privilege of the elite 1%.

Foundations

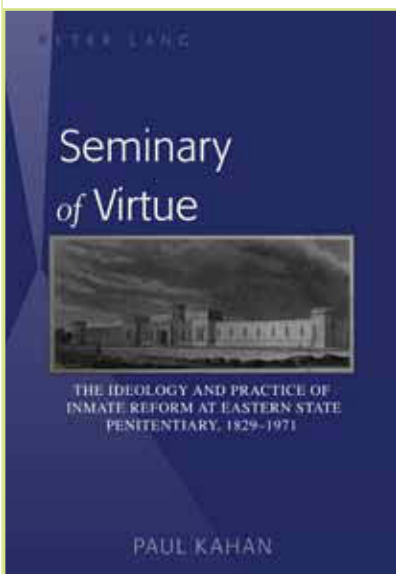
Seminary of Virtue

The Ideology and Practice of Inmate Reform at Eastern State Penitentiary, 1829-1971

By Paul Kahan

PB | \$32.95 | 224 pp | 978-1-4331-1341-3

Seminary of Virtue explores the history of penal education programs,



demonstrating that America's prisons have historically been educational (as well as punitive) institutions. This volume argues that Eastern State Penitentiary's extensive and aggressive educational program reflected a general American belief that correctional institutions should educate inmates as a way of reducing recidivism and thereby "reforming" them. No mere case study, *Seminary of Virtue* demonstrates that for the last two hundred years penologists have believed that educational programming was one of the keys to lowering recidivism and "reforming" inmates. *Seminary of Virtue* also reveals the historical amnesia that hindered American penal reform over the same time period as each succeeding generation believed that their particular penal reforms were revolutionary.

The Life of a School

A Research Guide

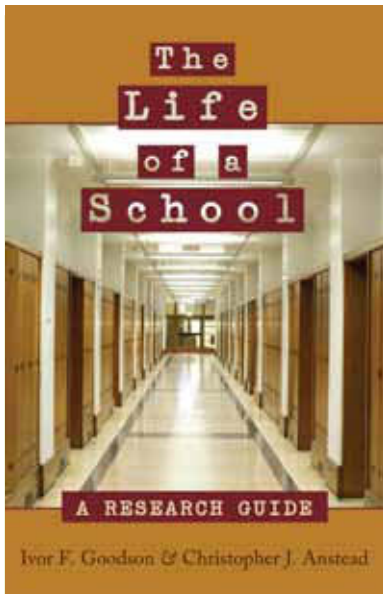
By Ivor F. Goodson
& Christopher J. Anstead

PB | \$32.95 | 160 pp | 978-1-4331-1434-2

HC | \$129.95 | 978-1-4331-1435-9

Counterpoints; v. 423

In the past decade or so, there has been an increasing interest in employing a combination of archival and life history methods to understand the complexities of schooling. This book explores the history of the Beal Technical School in order to discuss the methods and problems involved in researching the story of an institution. It offers the scholar and practitioner a series of practical guidelines and examples for doing such research. At the same time, it includes elements of the history of a case study, leading to an extended discussion of complex issues of representation that will be of interest to both the new and the more experienced educational researcher. This book is a critical tool for a variety of education historians and researchers.



Educational Psychology

African American Students in Urban Schools

Critical Issues and Solutions for Achievement

By James L. Moore III & Chance W. Lewis

PB | 978-1-4331-0686-6

HC | 978-1-4331-0687-3

Educational Psychology: Critical Pedagogical Perspectives; v. 4

African American Students in Urban Schools: Critical Issues and Solutions for Achievement offers readers a critical yet comprehensive examination of the issues confronting the education experiences of African American students, affecting their achievement in urban school systems and beyond. While some of the ideas presented in this edited volume are not new, it is one of the first books to present a complete picture. Across education disciplines (general teacher education, school counseling, school psychology, gifted education, career and technical education, higher education, and others), the collection of chapters presents theoretical, conceptual, and research based on evidence of the unique challenges facing urban African American students and illustrating what can be done to reduce, if not diminish, these

challenges. *African American Students in Urban Schools* will help readers better understand some of the complex and multifaceted dilemmas faced by today's urban school systems. An equal hope for this edited volume is that it will motivate readers to make a commitment to improve urban schools for the betterment of African American students.

Classroom Discourse and Democracy

Making Meanings Together

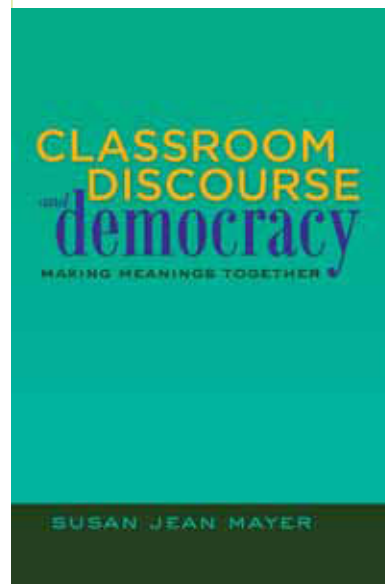
By Susan Jean Mayer

PB | \$35.95 | 232 pp | 978-1-4331-1285-0

HC | \$139.95 | 978-1-4331-1286-7

Educational Psychology: Critical Pedagogical Perspectives; v. 13

This book provides practitioners and scholars with a number of practical tools for studying and implementing democratic learning processes within schools, and theorizes these tools in relation to current developmental learning and democratic theory. Three dimensions of knowledge are framed—foundational, expert, and personal—and the place of each in the construction of democratic classroom understandings is explored. Based on a two-part analysis of the roles students played in a number of pedagogically diverse classroom discussions, three different forms of learning experience are then



presented—teacher-led, student-led, and co-led learning. While all three forms of learning experience are seen as valuable to a fully realized democratic pedagogy, each form is shown to possess a distinctive set of affordances and constraints in relation to the many varied challenges involved in fostering children's academic growth and learning.

An Educational Psychology of Classroom Management

Best Professional Practices for the Multicultural Classroom

By Christopher Thao Vang

PB | 978-1-4331-1571-4

HC | 978-1-4331-1572-1

Educational Psychology: Critical Pedagogical Perspectives; v. 17

This book gives comprehensive approaches to teacher preparation and discusses the nature of classroom management in a way that equips prospective educators with a broad array of practical tools to prepare them for unexpected challenges in instruction, management, discipline, assessment, transition, and daily routine and structure. The information will lead prospective educators and new teachers to explore their own philosophy of classroom management, philosophy of discipline, philosophy of teaching; and they learn to implement best professional practices that will help them grow and develop professionally and ethically to become the next generation of great teachers.

Mirrors of the Mind

Introduction to Mindful Ways of Thinking Education

By Noriyuki Inoue

PB | 978-1-4331-1654-4

HC | 978-1-4331-1683-4

Educational Psychology: Critical Pedagogical Perspectives; v. 19

Mirrors of the Mind addresses fundamental questions that educators encounter in educational practices by

using East Asian epistemology and cultural concepts as new conceptual tools. The book invites readers to critically reflect on commonly held assumptions on learning, cognition, motivation, development, and other essential areas of educational psychology and learning sciences, and examines what it takes to improve educational practices with East Asian epistemology as an underlying theme. The book first introduces key issues and controversies in learning sciences assuming the viewpoint of educators, followed by discussions on underlying Western epistemology and on how to advance our understanding of learning and educational practices through a cross-cultural lens.

The book is designed to accompany or replace traditional textbooks in educational psychology, educational foundations, cognition and learning, human development, and any other related fields. Unlike many textbooks in psychology and education, this book is not designed to provide a broad survey of literature or factual information about existing theories and research. Rather, this book is designed to challenge readers and critically examine their own assumptions on various aspects of learning for future educational practices.

Through this book, readers will be able to develop a new understanding of learning and educational practices and overcome the limitations of the Western ways of thinking that have predominantly permeated the field. It will help readers develop new and mindful ways of thinking for improving educational practices using East Asian epistemology and cultural concepts. This book is highly recommended for educators and anyone seeking new, non-traditional ways of approaching learning and educational practices.

Childhood

Re-situating Canadian Early Childhood Education

By Veronica Pacini-Ketchabaw & Larry Prochner

PB | 978-1-4331-1834-0

HC | 978-1-4331-1835-7

Rethinking Childhood; v. 47

This book presents possibilities for re-situating the theory and practice of Canadian early childhood education from a normative, developmental view to one grounded in post-foundational theory. There is a need to shift discussions of theory and practice in early childhood education to a new 'place', to re-situate the location of analysis away from traditional 'core ideas', or even to change the conversation in its entirety. The contributions Canadian scholars have made to this book represent the diversity of perspectives and approaches that the reconceptualist movement embraces. The chapters show that Canadian scholars have much to contribute to current discussions in reconceptualist ECE, but also and especially to Canadian mainstream ECE. According to this text, an expanded early childhood education system cannot be pursued without critically engaged conversations about common understandings of childhood and learning.

Youth Studies

Girls, Cultural Productions, and Resistance

Edited by Olga Ivashkevich & Michelle S. Bae

PB | \$34.95 | 978-1-4331-1500-4

HC | \$129.95 | 978-1-4331-1501-1

Mediated Youth; v. 16

Girls, Cultural Productions, and Resistance brings together scholars from across the academy to explore

the multifaceted ways that contemporary girls challenge and disrupt normative gender scripts and representations. By adopting ethnographic methodologies and/or feminist pedagogies, the authors collaborate with girls from various ethnic and socioeconomic backgrounds, highlighting these girls' affective agency as they "remake femininity" from the ground up. From pre-school through college, these girls engage in subversive gender work through writing, blogging, talking, video production, game design, scouting, business organizing, roller derby, and yoga. This groundbreaking collection provides a roadmap for academics and practitioners trying to understand the landscape of "girlhood" today.

From Silent Witnesses to Active Agents

Student Voice in Re-engaging with Learning

By John Smyth & Peter McInerney

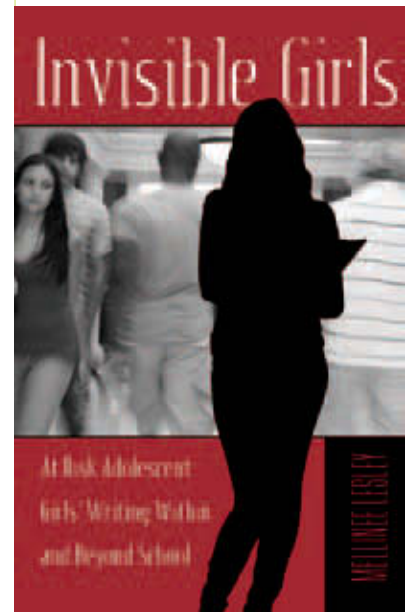
PB | \$34.95 | 152 pp | 978-1-4331-1373-4

HC | \$139.95 | 978-1-4331-1374-1

Adolescent Cultures, School and Society; v. 55

Typically viewed as 'silent witnesses' in schools in the worldwide infatuation with school reform, this book in fact reveals young people as being 'active agents' with something worthwhile to say about their schooling and what might be done to make learning more exciting and relevant to their lives and aspirations. The account foregrounds the stories of some 100 young informants (from low socioeconomic backgrounds) who had been repelled by school, but who found their way back in to learning through alternative education programs that offered them a sense of direction, hope and purpose, albeit with some tensions and dilemmas. At a time when educational policies are bearing down heavily on schools through national testing regimes, accountability standards, and other repressive measures, it is refreshing to hear from young people and 'significant others' in their lives about

how schools can be made more humane and educationally rewarding places.



Invisible Girls

At Risk Adolescent Girls' Writing Within and Beyond School

By Mellinee Lesley

PB | \$33.95 | 168 pp | 978-1-4331-1493-9

HC | \$129.95 | 978-1-4331-1494-6

Adolescent Cultures, School and Society; v. 58

Invisible Girls is an examination of twenty-four at-risk adolescent girls' writing practices in a Third Space setting located within a school but outside of the confines of a regular classroom. Through a description of the girls' writing over a three-and-a-half-year period in this setting, Mellinee Lesley details phenomena that both support and suppress at-risk adolescent girls in their quest to achieve academic success through their writing practices. This book offers educators insights into teaching writing to adolescent girls who are falling through the cracks of the public education system in the United States. Much more attention needs to be given to the literacy practices and pedagogical needs of this considerable population of learners. As such, this book is poised to fill a

void in the field of literacy for educators who want to prevent the intellectual abandonment of girls drifting invisibly along the corridors of schools.

A Persistent Reformer

Jonathan Kozol's Work to Promote Equality in America

Edited by Richard Ognibene

PB | \$35.95 | 168 pp | 978-1-4331-1495-3

HC | \$139.95 | 978-1-4331-1496-0

Adolescent Cultures, School and Society; v. 59

Jonathan Kozol has been a leading educational critic and social activist since 1967 when *Death at an Early Age*, his book about racism in Boston's schools was published and won a National Book Award. Since then, Kozol has written eleven more books which focus on such issues as segregation in schools and society, poverty, inequitable school funding, effective teaching and curriculum choices that help create good citizens and good learners, teacher leadership in matters related to social justice, literacy, and homelessness. The contributors to this book organize Kozol's texts by topic, analyze his perspective and proposed solutions for the issue under review, and examine the contemporary status of those issues to determine the continuing relevance of Kozol's ideas today. *A Persistent Reformer* is a critical read for pre-service and in-service teachers, graduate students, administrators and anyone concerned about educational reform today.

Not a Stage! A Critical Re-Conception of Young Adolescent Education

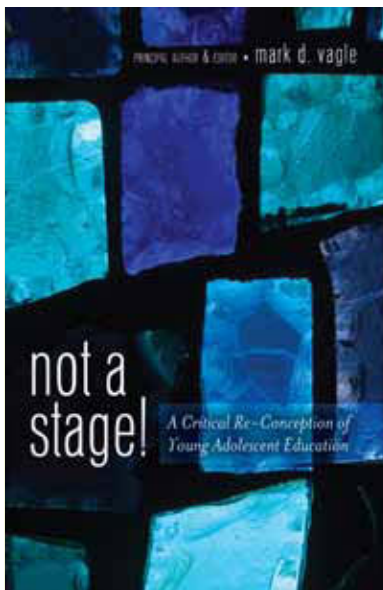
Edited by Mark D. Vagle

PB | \$38.95 | 320 pp | 978-1-4331-1634-6

HC | \$149.95 | 978-1-4331-1633-9

Adolescent Cultures, School and Society; v. 60

Not a Stage! is written for teachers, students, and scholars interested in the academic, social, and emotional



needs of young adolescents. It is unique because it actively resists basing the practice, research, and theory of young adolescent education on developmentalism and the developmental stage of young adolescence. The purpose of this book is to begin to reorient the discourse on young adolescent growth and change and in turn reconceptualize the education of young adolescents. The book infuses a contingent, recursive conception of adolescent growth and change into the discourse around young adolescence by making three pleas to those interested in the schooling of young adolescents: to move away from a developmentally responsive vision to a contingently and recursively relational vision; to move from "characterizing" young adolescentCE to "particularizing" young adolescentTS; and to move from a "sameness" curriculum to a "difference" curriculum.

Technology & Education

Society 3.0

How Technology Is Reshaping Education, Work and Society

By Tracey Wilen-Daugenti

PB | \$34.95 | 208 pp | 978-1-4331-1691-9

HC | \$139.95 | 978-1-4331-1692-6

Higher education in the U.S. has traditionally prepared students for work and social success, but with families, work, and society itself undergoing revolutionary change, is this preparation sufficient to develop the 21st-century workforce? This book explores how evolving family structures, new ways of balancing work and personal lives, and rapid technological advancements will transform the ways that U.S. colleges and universities develop well-educated, career-oriented citizens. *Society 3.0* will help higher education providers and industry leaders understand these potentially disruptive variables and design appropriate programs and career paths for tomorrow's workers. The book presents and explores the following insights: A wider range of family members, not just older children, now attend college, a decision that shapes—and is shaped by—21st-century demographics. Older students, recognizing degrees



as vital for competing in the global workforce, now outnumber those entering college before starting careers. Today's workers are increasingly likely to be women, working outside the office or self-employed, or applying their education to innovation and entrepreneurship as small business owners.

Technology is remaking the campus experience via smartphone learning apps, social networking among professors and students, and immersive engagement in virtual worlds—and even games. *Society 3.0* will provide higher education and industry stakeholders a guide for understanding the emerging societal forces that are shaping the future.

Transforming Education with New Media

Participatory Pedagogy, Interactive Learning and Web 2.0

By Peter DePietro

PB | 978-1-4331-1794-7

HC | 978-1-4331-1793-0

Counterpoints; v. 435

The possibilities that online platforms and new media technologies provide, in terms of human connection and the dissemination of information, are seemingly endless. With Web 2.0 there is an exchange of messages, visions, facts, fictions, contemplations and declarations buzzing around a network of computers that connects students to the world, fast. Theoretically this digital connectivity, and the availability of information that it provides, is beneficial to curriculum development in higher education. Education is easily available, democratic and immersive. But is it worthwhile? Is the kind of education one can get from new media platforms and social media resources, with their click-on videos, rollover animations and unfiltered content, of sufficient quality that educators should integrate these tools into teaching? This book examines the use of new media in pedagogy, as it presents case studies of the

integration of technology, tools and devices in an undergraduate curriculum taught by the author, at an urban research university in the United States.

Media Literacy

Cities of Signs

Learning the Logic of Urban Spaces

By Andrew T. Hickey

PB | \$32.95 | 168 pp | 978-1-4331-1119-8

HC | \$139.95 | 978-1-4331-1120-4

Minding the Media: Critical Issues for Learning and Teaching; v. 5

Signs exist as fundamental markers of the urban landscape. Whether in the form of street signs offering directions, the airbrushed promises of advertising media or the vandalized détournements of street art, signs pervade urban spaces and provide a tangible 'text' upon which the logics of both cities and ourselves are written. *Cities of Signs* charts the way that signs exist as key elements of contemporary urban space, and explores what it means to live within these spaces, amongst cities of signs. This refreshing take on the way that urban space is lived and experienced is a timely contribution to the

literature in urban studies, sociology and education alike. In decoding the cultural production at play in urban environments, *Cities of Signs* presents a dynamic approach to understanding how culture is produced and consumed within the cityscape.

Textile Messages

Dispatches from the World of E-Textiles and Education

Edited by Leah Buechley, Kylie Peppler, Michael Eisenberg & Yasmin Kafai

PB | 978-1-4331-1919-4

HC | 978-1-4331-1920-0

New Literacies and Digital Epistemologies; v. 22

Adult Basic Education in the Age of New Literacies

By Erik Jacobson

PB | \$35.95 | 168 pp | 978-1-4331-0599-9

HC | \$139.95 | 978-1-4331-0600-2

New Literacies and Digital Epistemologies; v. 42

The volume addresses the ways that the field of adult basic education has already been impacted by changes in technology and what needs to happen for learners and teachers to take full advantage of newly developing resources. The analysis is organized around three main themes: *Learning, Teaching, and Organizing*. Each section reviews relevant research and sample instructional resources, drawing on work done from around the world. A key concern is moving beyond the hype to look for the specifics of practice—what exactly is new about contemporary adult basic education? Rather than a celebration of technology for technology's sake, the analysis asks a series of questions. What do we want learning to look like? What do teachers expect of themselves as professionals and learners? Finally, how is technology being used to shape the field, and how can we use it to work for changes we believe in? This book is essential reading for pre-service and in-service teachers, as well as instructors in a

variety of fields relating to technology and learning.

Envisioning New Technologies in Teacher Practice

Moving Forward, Circling Back using a Teacher Action Research Approach

Edited by Teresa Strong-Wilson

PB | \$36.95 | 264 pp | 978-1-4331-0806-8

HC | \$149.95 | 978-1-4331-0807-5

New Literacies and Digital Epistemologies; v. 47

How do classroom teachers envision new technologies within their practice? In the conversation on incorporating new technologies into classrooms, teachers are often sidelined. *Envisioning New Technologies in Teacher Practice* looks at the complex ways in which teachers move forward to embrace change as well as how they circle back, continually revising their practices while subtly resisting change. In addition to examining how teacher identities change over time, the book also reveals how they can be changed. Co-authored by a university research team—four teachers, a principal and LWL's pedagogical leader—the book discusses the professional development model that emerged and foregrounds how a

teacher action research component contributed to teachers'—and students'—learning.

Majoring in Change

Young People Use Social Networking to Reflect on High School, College and Work

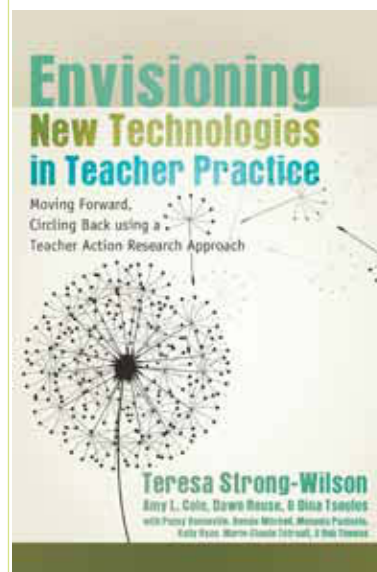
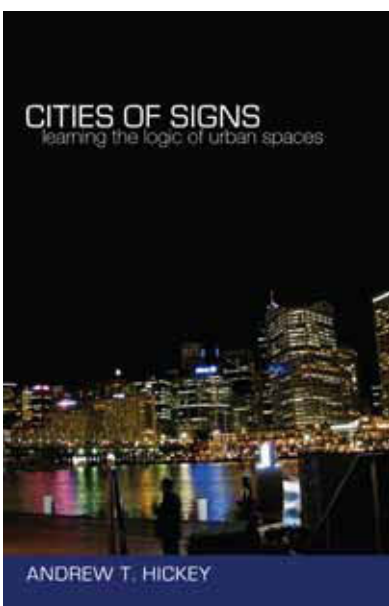
By Allison Butler

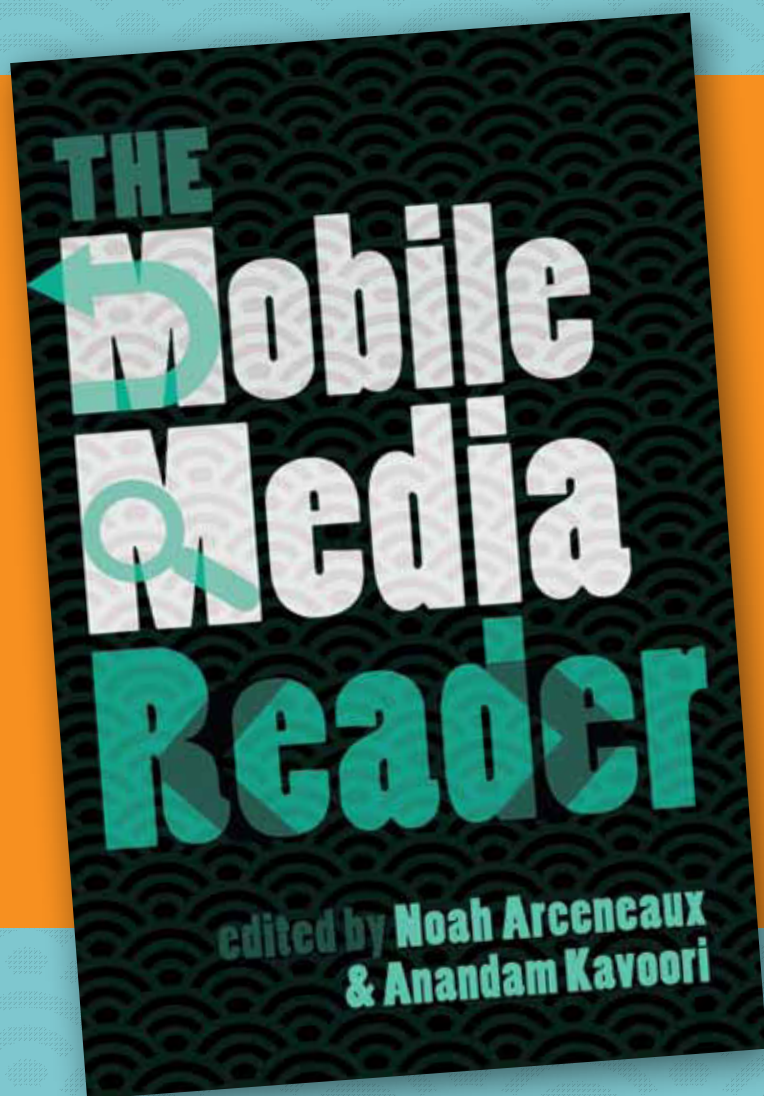
PB | 978-1-4331-1535-6

HC | 978-1-4331-1536-3

Minding the Media: Critical Issues for Learning and Teaching; v. 8

Majoring in Change focuses on how young people reflect on their urban education experiences, following them from high school into college and work. The book documents the stories of 20 young people from New York City as they graduate high school and transition to college or work. This text focuses on their formal education within high school and college classrooms as well as their informal education expressed through the social networking site Facebook, where young people digitally congregate and share stories of struggle, success and their daily experiences. Foundational work in media and cultural studies research focused on youth looked for young people where they were—music clubs, dance halls and street corners—to learn how everyday life was made manifest in formal and informal environments. Today, scholars interested in youth must look to social networking to better understand what role young people, perched at the moment of transition from high school to college/work, play in this complex and complicated environment.





The Mobile Media Reader

Edited by Noah Arceneaux & Anandam Kavoori

PB | \$35.95 | 208 pp | 978-1-4331-1300-0

HC | \$139.95 | 978-1-4331-1301-7

Digital Formations; v. 73

Portable phones are now miniature multi-media centers that can fit neatly in one's pocket, and media industries of all types are adapting content for these new platforms, or innovating entirely new forms. In the light of this explosive growth, this diverse collection of essays establishes conceptual, critical frameworks for evaluating the latest transformations of the media landscape. Some essays provide historical context, exploring older phenomena such as the CB radio, automobile radio, and hand-held video games, while others unpack the behind-the-scenes negotiations that determine what kinds of services are available to consumers of the latest technology. *The Mobile Media Reader* is a comprehensive road map, enabling both scholars and students to examine the social, cultural, and commercial implications of media that are available anywhere at any time.

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Edited by Sean C. Duncan
& Elisabeth R. Hayes

PB | 978-1-4331-0983-6

HC | 978-1-4331-0984-3

New Literacies and Digital
Epistemologies; v. 1

As video games have become an important economic and cultural force, scholars are increasingly trying to better understand the ways that engagement with games may drive learning, literacy, and social participation in the 21st century. In this book, the authors consider games and just as importantly, the social interactions around games, not in terms of how they should be managed or incorporated into existing educational structures, but for what they tell us about the forms of learning and literacy that are already instantiated within the use of these media. To this end, this book delves deeply into James Paul Gee's (2004) productive and influential concept of the affinity space—the physical or virtual locations (or some combination of the two) where people come together around a shared interest or “affinity.” By explicating how and why engaged fans of digital media do what they do in online spaces, the authors hope to cast a light, as Gee did, on the promise of these media and the problems facing current educational systems.

Leet Noobs

The Life and Death of
an Expert Player Group
in World of Warcraft

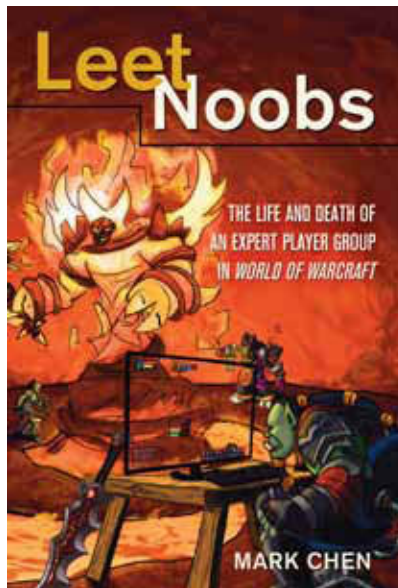
By Mark Chen

PB | \$34.95 | 216 pp | 978-1-4331-1610-0

HC | \$139.95 | 978-1-4331-1611-7

New Literacies and Digital
Epistemologies; v. 55

Leet Noobs documents, for over 10 months, a group of players in the online game *World of Warcraft* engaged in a 40-person joint activity known as raiding. Initially, the group was informal, a “family” that wanted to



“hang out and have fun.” Before joining, each player had been recognized as expert in the game; within the group they had to adapt their expertise for the new joint task and align themselves to new group goals. Through their shared activity, members successfully established communication and material practices that changed as they had to renegotiate roles and responsibilities with new situations and as the larger gaming community evolved. Players learned to reconfigure their play spaces, enrolling third-party game mods and other resources into their activity. Once-expert players became novices or “noobs” to relearn expert or “leet” gameplay. They became “leet noobs” who needed to reconfigure their expertise for new norms of material practice. Ultimately, these norms also changed what it meant to play *World of Warcraft*; some group members no longer wanted to just hang out and have fun, and eventually the group died in an online fiery meltdown.

New Media

New Media and Intercultural Communication

Identity, Community and
Politics

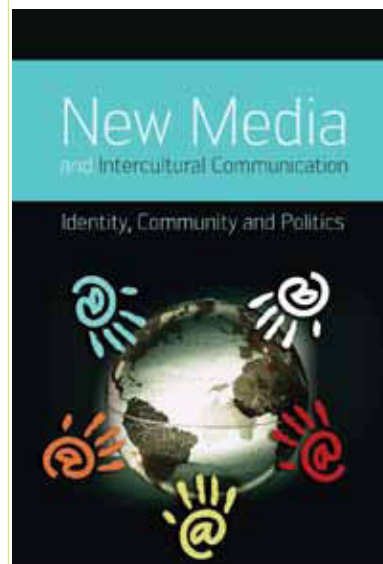
Edited by Pauline Hope Cheong, Judith
N. Martin & Leah P. Macfadyen

PB | \$36.95 | 360 pp | 978-1-4331-1364-2

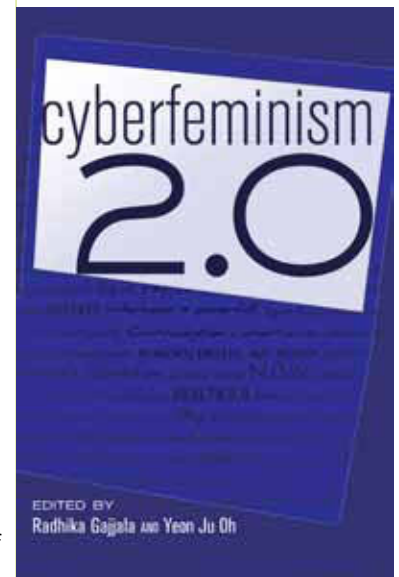
HC | \$149.95 | 978-1-4331-1365-9

Critical Intercultural Communication
Studies; v. 13

At the start of the second decade of the new millennium, there is increasing awareness of the development of newer ‘smart’ and more interactive media in precipitate speed in many parts of the world. The concept of change—in contrast to continuity—is central to the increasing interest in digital media. This focus has not, however, been vigorously matched by substantive theoretical discussions, or by extensive empirical examinations of computer-mediated communication and intercultural communication. Against such a backdrop, contributors to this volume offer theoretical insights, fresh evidence and rich applications in assessing the nature of digital culture(s) in order to address assumptions about the present state of mediated global society(ies) and the trajectory into the future.



Chapters explore what happens in praxis when digital media are implemented across cultures and are contested and negotiated within complex local and political conditions. Special attention is given to showcasing prominent interpretative and critical research from diverse voices in multiple locations across the world and with varying backgrounds. As such, this volume presents a rich and colorful tapestry that offers opportunities for comparative analyses and deepened international understandings of digital media connections, particularly in the areas of identity, community and politics.



Cyberfeminism 2.0

Edited by Radhika Gajjala & Yeon Ju Oh

PB | \$37.95 | 328 pp | 978-1-4331-1358-1

HC | \$149.95 | 978-1-4331-1359-8

Digital Formations; v. 74

More than a decade after feminists burst forth onto the Internet demanding material access and social intervention, this collection sets out to explore what it means to be a cyberfeminist today. The contributors examine a wide range of topics, from Health 2.0, the blogosphere, and video games, to female artists and diasporic youth, in order to re-envision how feminists can intervene in the mutual shaping of online and offline relationships. These authors contend that women's bodies

and actions online are influenced by the politics of offline spaces, which buttress power hierarchies at both material and symbolic levels. They do not, however, simply make pessimistic assessments of online spaces as an extension of the existing power relations. Rather, *Cyberfeminism 2.0* attends to contested aspects of new digital technologies that simultaneously enable political retreat and feminist resistance.

Technologies of Mobility in the Americas

Edited by Phillip Vannini, Lucy Budd, Christian Fisker, Paola Jiron & Ole B. Jensen

PB | \$36.95 | 296 pp | 978-1-4331-1405-2

HC | \$ 149.95 | 978-1-4331-1406-9

Intersections in Communications and Culture: Global Approaches and Transdisciplinary Perspectives; v. 29

Mobility studies concentrate on the intersecting movements of bodies, objects, capital, and signs across time-space, dissecting how practices, experiences representations, and political dynamics shape new networks and lifeworlds. This book aims to reflect on the simultaneously technological and cultural (hence, technocultural) processes underpinning many of these forms of mobility, concentrating in particular in the North, Central, and South American social context.

Whereas in Europe the study of mobilities has begun to take a strong hold in academic units, professional research networks, and recognized publication outlets, the study of mobilities is still in its adolescence in the Americas. Yet, in contrast, mobility is very much part of the core of the social imaginary, geo-politics, and cultural life of the Americas. Indeed, to be "on the move" is amongst the most quintessential characteristics of what it means to be a citizen of the Americas. This book aims to be the first to reflect on these dynamics within this large geo-cultural context.

Millennials, News, and Social Media

Is News Engagement a Thing of the Past?

By Paula M. Poindexter

PB | \$36.95 | 978-1-4331-1497-7

HC | \$129.95 | 978-1-4331-1498-4

Millennials, News, and Social Media helps us understand the generation that came of age as the importance of news waned and social media emerged. It offers insight into which factors will determine whether we will be a society of news consumers who believe being informed is important or a nation in which news illiteracy is the norm. Devastating consequences await the news media, journalism schools, our democracy, and the everyday lives of individuals if we become a nation in which news consumers are extinct and being informed of news is no longer valued.

As the first book to explore these important issues, it will appeal to students, scholars, and journalists as well as others who care about developing young people into informed and civically engaged citizens.

Social Media and Music

The Digital Field of Cultural Production

By H. Cecilia Suhr

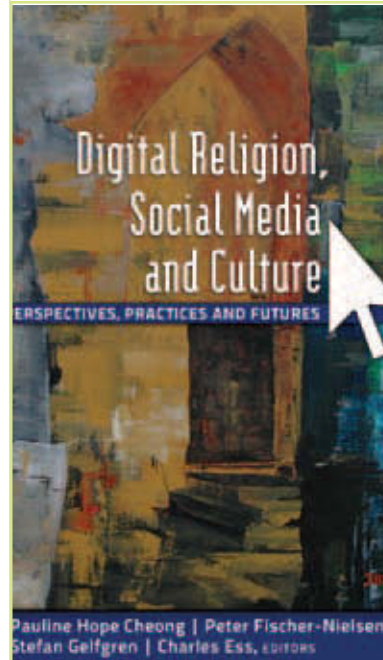
PB | \$34.95 | 978-1-4331-1447-2

HC | 978-1-4331-1448-9

Digital Formations; v. 77

This book explores social networking sites as the digital field of cultural production by loosely drawing from Pierre Bourdieu's notion of field and capital. The book examines four case studies on MySpace, YouTube, Second Life, and Indaba Music, and the roles and the impact they have on the music industry and musicians. In doing so, the author explores the groundbreaking developments that empower independent musicians and problematizes the emergence of a variety of issues symptomatic of social

media environments at the height of convergence culture.



Digital Religion, Social Media and Culture

Perspectives, Practices and Futures

Edited by Pauline Hope Cheong, Peter Fischer-Nielsen, Stefan Gelfgren & Charles Ess

PB | \$36.95 | 344 pp | 978-1-4331-1474-8

HC | \$129.95 | 978-1-4331-1475-5

Digital Formations; v. 78

This anthology—the first of its kind in eight years—collects some of the best and most current research and reflection on the complex interactions between religion and computer-mediated communication (CMC). The contributions cohere around the central question: how will core religious understandings of identity, community and authority shape and be (re)shaped by the communicative possibilities of Web 2.0? The authors gathered here address these questions in three distinct ways: through contemporary empirical research on how diverse traditions across the globe seek to take up the technologies and affordances of contemporary CMC; through

investigations that place these contemporary developments in larger historical and theological contexts; and through careful reflection on the theoretical dimensions of research on religion and CMC. In their introductory and concluding essays, the editors uncover and articulate the larger intersections and patterns suggested by individual chapters, including trajectories for future research.

Fundamentals of Mobile Marketing

Theories and practices

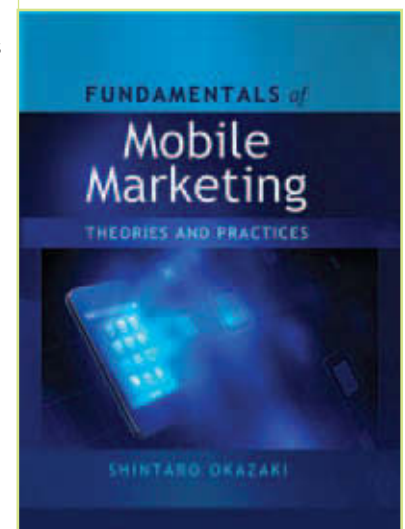
By Shintaro Okazaki

PB | \$38.95 | 978-1-4331-1561-5

HC | \$139.95 | 978-1-4331-1562-2

The convergence of the Internet and mobile telephony in the late 1990s produced a revolutionary telecommunication service: mobile Internet. Many brands and media companies are now engaged in sophisticated marketing promotions, proactively sending out commercial messages to mobile users and devices through SMS (Short Message Services), MMS (Multimedia Message Services), location-based alert service, and voice calls.

Despite an increasing number of research publications and books focused on general business issues, many concepts have seldom been explicated. In this book the author offers the first comprehensive coverage of mobile marketing from a



New Media and Public Relations

SECOND EDITION

SANDRA DUHÉ, EDITOR

New Media and Public Relations (Second Edition)

Edited by Sandra Duhé :: PB | \$59.95 | 400 pp | 978-1-4331-1627-8

The second edition of *New Media and Public Relations* captures how the extraordinary global adoption of social media in recent years has changed the way organizations and the public relate to one another. Scholars from around the world provide intriguing insights into how constantly emerging technologies require organizations to be interactive and authentic in virtual environments where control and creation of messages is a shared process. New theoretical perspectives are offered, along with case studies and practical suggestions for using online venues in corporate, charitable, political, cause advocacy, religious, health, university, and crisis settings. Although a number of authors from the first edition have returned to contribute to the second edition, the content of each chapter is entirely new.

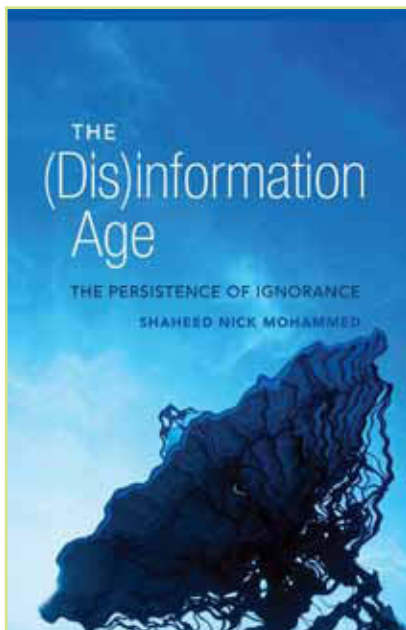
CONTRIBUTORS: *Sandra Duhé, Chiara Valentini, Dean Kruckeberg, Jennifer L. Bartlett, George Bartlett, W. Timothy Coombs, Sherry J. Holladay, Donnalyne Pompper, David Crider, Betsy A. Hays, Douglas J. Swanson, Eunseong Kim, Terri L. Johnson, Donna Z. Davis, Tina McCorkindale, Linjuan Rita Men, Wan-Hsiu Sunny Tsai, Romy Fröhlich, Clarissa Schöller, Carol Ames, Alexander V. Laskin, Jordi Xifra, Brooke Fisher Liu, Rowena L. Briones, Mahmoud Eid, Derek Antoine, Yi Luo, Sarah Merritt, Lauren Lawson, Dale Mackey, Richard D. Waters, Kati Tusinski Berg, Sarah Bonewits Feldner, Denise Bortree, Xue Dou, Brooke Weberling, Natalie T. J. Tindall, Dedria Givens-Carroll, Lucinda L. Austin, Jeong-Nam Kim, Kelly Vibber, Daradirek Ekachai, David L. Brinker, Jr., Chang Wan Woo, Wonjun Chung, Brooke Fisher Liu, Yan Jin, Lucinda L. Austin, Melissa Janoske, Joe R. Downing, Mark A. Casteel, Barbara S. Gainey, Ronald Lee Carr, Cornelius B. Pratt, Irene Carolina Herrera, Marcia W. DiStaso, Marcus Messner, Don W. Stacks, and Jinbong Choi*

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			Crisis Communication Through Twitter: An Analysis of BP’s Response to the Deepwater Horizon Disaster

theoretical and practical perspective. He argues that pragmatic mobile marketing tools need to be understood in terms of “why” so that theories can be advanced. Questions relating to a theoretical framework of mobile marketing, factors influencing the adoption of mobile marketing, and other applications and cases of mobile marketing are provided alongside historical background.

This is a student-friendly text with up-to-date examples and issues presented throughout the book. A rich source of bibliographic references as well as a comprehensive glossary is provided at the end of the book.



The (Dis)information Age

The Persistence of Ignorance

By Shaheed Nick Mohammed

HC | \$99.95 | 218 pp | 978-1-4331-1502-8

Digital Formations; v. 79

The (Dis)information Age challenges prevailing notions about the impact of new information and media technologies. The widespread acceptance of ideas about the socially transformative power of these technologies demands a close and critical interrogation. The technologies of the information revolution, often perceived as harbingers of social transformation,

may more appropriately be viewed as tools, capable of positive and negative uses. This book encourages a more rational and even skeptical approach to the claims of the information revolution and demonstrates that, despite a wealth of information, ignorance persists and even thrives. As the volume of information available to us increases, our ability to process and evaluate that information diminishes, rendering us, at times, less informed. Despite the assumed globalization potential of new information technologies, users of global media such as the World Wide Web and Facebook tend to cluster locally around their own communities of interest and even around traditional communities of geography, nationalism, and heritage. Thus new media technologies may contribute to ignorance about various “others” and, in this and many other ways, contribute to the persistence of ignorance.

Media

The Decline of the Daily Newspaper

How an American Institution Lost the Online Revolution

By Keith L. Herndon

PB | \$36.95 | 978-1-4331-1974-3

HC | \$129.95 | 978-1-4331-1720-6

Digital Formations; v. 83

This book describes how the once powerful newspaper industry in the U.S. failed to adapt in the online era.

From a historical perspective, the book examines the issues and forces that shaped the industry during the formative years of the online era through to today's wireless-based marketplace taking into account how consumers embraced interactivity and the ensuing emergence of user-generated content.

Using numerous examples, the book critically details how newspaper companies viewed online media forms, how they deployed them, and for what purpose. This analysis

provides insight into how the decisions made during the early years of the online era influenced the industry's current economic condition.

This book is suited for upper level undergraduate courses and graduate courses in media history, media management and contemporary media issues. It would also be appropriate in a business course about the effects of technology adoption and disruption.

Disasters and the Media

By Mervi Pantti, Karin Wahl-Jorgensen & Simon Cottle

PB | \$36.95 | 978-1-4331-0825-9

HC | \$139.95 | 978-1-4331-0826-6

Global Crises and the Media; v. 7

Disasters in today's globalized world are becoming not only more frequent but, often, more catastrophic. The media play a critical role in communicating and making sense of these cataclysmic events. This book offers unique insights into how news media today make disasters culturally mean and politically matter, drawing on cutting-edge theoretical work and recent examples. It looks at how globalization is affecting the meanings of disaster, but also considers the continued relevance of nations and their citizens as interpretive frameworks. It examines how journalists witnessing of disasters is changing in response to new technologies, including social media, and how the ideal of objectivity might be challenged by new, more emotional and more compassionate forms of story-telling premised on an injunction to care. Ultimately, the book calls attention to the media possibilities for addressing disasters as global social, political, cultural and economic events in which we all have a stake.

Time on TV

Temporal Displacement and Mashup Television

By Paul Booth

PB | \$34.95 | 978-1-4331-1569-1

HC | \$129.95 | 978-1-4331-1570-7

In *Time on TV* Paul Booth examines the massive aesthetic and structural changes happening across today's television programs. Time travel, flash forwards, fake memories: Booth's analysis reveals the theory and practices that are changing television and online media as we know them. His engaging examination of the mashup of television and social media uncovers a temporal complexity at the heart of our own lives. The characteristically enigmatic television narrative becomes emblematic of a very human interaction with social and digital media. A perfect book for 21st century television studies, media studies, or anyone who wants to know why there's so much time travel on television, *Time on TV* answers questions that you didn't even know you had about today's television, digital technology, and our daily lives.

Living with Television Now

Advances in Cultivation Theory and Research

Edited by Michael Morgan, James Shanahan & Nancy Signorielli
Foreword by Larry Gross

PB | \$38.95 | 978-1-4331-1368-0

HC | \$139.95 | 978-1-4331-1369-7

George Gerbner's Cultivation theory provides a framework for the analysis of relationships between television viewing and attitudes and beliefs about the world. Since the 1970s, cultivation analysis has been examining television's contributions to conceptions of violence, sex roles, political attitudes and numerous other phenomena. Hundreds of studies during this time have (mostly) found that there are relationships between television exposure and people's worldviews, but important questions remain: just how big are these relationships, are they real, are

some people more vulnerable to them than others, do they vary across different topics, and will we continue to find them in new media environments?

In this collection of 19 chapters, leading scholars review and assess the most significant developments in cultivation research in the past ten years. The book highlights cutting-edge research related to these questions and surveys important recent advances in this evolving body of work. The contributors point us toward new directions and fresh challenges for cultivation theory and research in the future. The editors of this volume have written extensively about cultivation analysis and include two members of Gerbner's original Cultural Indicators research team.

Seeing the Bigger Picture

American and International Politics in Film and Popular Culture, SECOND EDITION

Mark Sachleben and Kevan Yenerall

PB | \$38.95 | 384 pp | 978-1-4331-1133-4

HC | \$149.95 | 978-1-4331-1132-7

Now in its second edition, *Seeing the Bigger Picture* examines the ways movies and popular culture can foster a deeper awareness of the political dilemmas and debates shaping our world.

Reviewing commercial films and documentaries, the text illustrates the myriad ways that film and popular culture shape our understanding of capitalism and democracy, war and terrorism, civil rights and social justice, campaigns and elections and the presidency.

This updated edition includes new chapters on media, human rights and the environment. In the aftermath of the American invasion of Iraq, the book discusses the broad new spectrum of films about war; it also looks at capitalism and financial markets in popular culture in light of the financial crisis of 2008.

Examining a range of vital issues that dot the political landscape, this is an excellent comprehensive text for students of film and politics, and a creative resource for courses in American government, international

relations, popular culture and media studies. This edition is accompanied by a website with links to additional material and film clips that will help facilitate the study of film and politics.

Popularizing Research

Engaging New Genres, Media, and Audiences

Edited by Phillip Vannini

PB | \$38.95 | 978-1-4331-1181-5

Popularizing Research, offers students, academics and professional researchers a broad survey of ways to popularize research.

While each chapter discusses unique experiences, each follows a relatively standard format, touching upon common elements. These elements tell readers what the research they popularized was about, why the decision to popularize it was made, why certain media and genres were employed, what lessons researchers learned in the process, and how audiences responded.

Throughout the book, readers are directed to the book's accompanying website—an excellent resource for highlighting how examples in the book come to life, what they sound like, and what they look like.

The volume is written in a clear and accessible style, avoids terminology, and employs basic language that any student, academic, and professional across the social sciences and humanities will understand.

Journalism

An Introduction to Travel Journalism

On the Road with Serious Intent

By John F. Greenman

PB | \$36.95 | 978-1-4331-1419-9

HC | \$129.95 | 978-1-4331-1420-5

Mass Communication and Journalism; v. 5

Travel writers and travel journalists are not the same. They differ in identity,

purpose and method. The travel writer looks in a mirror, the travel journalist looks out a window. The travel writer serves the travel industry, the travel journalist serves the public. The travel writer is subsidized, the travel journalist pays his own way. These are the central arguments of *Introduction to Travel Journalism*, a new college text from journalist and educator John F. Greenman. The text offers independent, ethical, substantive journalists the skills and knowledge they need to cover the travel and tourism industry, to provide travelers with credible news and information, and to report significant trends and developments at home and across the world.

Video Journalism

Beyond the One Man Band

By Mary Angela Bock

PB | \$36.95 | 978-1-4331-1453-3

HC | \$129.95 | 978-1-4331-1454-0

Mass Communication and Journalism; v. 6

Video journalism, the process by which one person shoots, writes, and edits video for broadcast or the web, is a form of newsgathering taking hold in newsrooms of all kinds, by professionals and would-be citizen journalists around the world. Some proponents have celebrated it as an improved narrative form, one that uses more intimate, emotional documentary filmmaking technique than conventional television. Its detractors consider it simply a cheaper way to make news. This book weighs in on the controversy while addressing two overall concerns: What is video journalism, exactly? And, how do the stories created by video journalists compare with other forms of news?

This book presents more than two years of ethnographic research in a wide variety of contexts in the U.S and the U.K, including local newspapers, *The New York Times*, local television stations, the BBC, and the Voice of America radio network, and several professional photographic workshops.

In a departure from other news ethnographies, the book takes a somewhat unusual approach in that the author observes VJs at work in the field, not just in newsrooms, on stories ranging from an urban shooting to a presidential campaign visit. This approach offers a fascinating insider perspective for those in the field as well as those who aspire to it.

The Newsphere

Understanding the News and Information Environment

By Christine M. Tracy

PB | \$34.95 | 978-1-4331-1043-6

HC | \$129.95 | 978-1-4331-1042-9

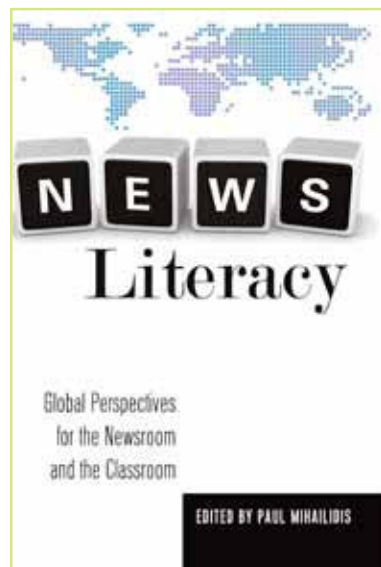
In contrast to texts that look only at news production or consumption, *The Newsphere* elegantly describes a methodology for creating and using news in a networked environment.

Emerging from the integral theories of Teilhard de Chardin and embracing the media ecology of Neil Postman, reception theories of John Fiske, and many contemporary scholars, the author constructs a solid theoretical, historical, and practical framework for news as ecology.

The book balances critical theory and professional practice to create specific strategies that result in more effective and enlightened news production and consumption. *The Newsphere* unveils integral-style dialogue-based story construction exposing novel qualities of news. It examines the illusion of news and the historical and theoretical forces that are precipitating the decay of the traditional American news and information structure. It illuminates how stories emerge and evolve across the digital networks and complex systemic structures that are the newsphere.

The Newsphere will inspire news creators and consumers, especially journalism students, to move beyond the conventional and to embrace the new-news, a dynamic network of unlimited participation. It is designed to be an exciting and progressive foundation for introductory journalism and mass communication

courses and has multifaceted applications in advanced reporting, new media, news literacy, media ethics and political science classes.



News Literacy

Global Perspectives for the Newsroom and the Classroom

Edited by Paul Mihailidis

PB | \$36.95 | 232 pp | 978-1-4331-1563-9

HC | \$139.95 | 978-1-4331-1564-6

Mass Communication and Journalism;
v. 7

News Literacy gathers leading scholars, educators, and media makers to explore new approaches to thinking about, examining, and evaluating news media and civic engagement around these fundamental questions: What are the most pressing issues in news, media, and culture in a converged, digital, and global media age? What are the best educational practices to foster media literate understanding, engagement, and expression across borders, across cultures, and across divides? The book will prepare future media practitioners (and citizens) to embrace new media environments that can simultaneously empower their craft and their civic voice. This means teaching not only about the various ways new technologies are used and to what end, but also how these tools can enable better engagement with

audiences, more dialog with communities, and a more nuanced understanding of how information is processed through new media platforms. Such an approach can empower a more active, collaborative, and empowered information landscape for the digital age.

Global Literary Journalism

Exploring the Journalistic Imagination

Edited by Richard Lance Keeble
& John Tulloch

PB | \$46.95 | 978-1-4331-1866-1

HC | \$139.95 | 978-1-4331-1867-8

Mass Communication and Journalism;
v. 10

This text brings together the writings of more than twenty international academics to explore the rapidly expanding field of literary journalism—a term the editors view as ‘disputed terrain’.

Journalists from a uniquely wide range of countries and regions—including Britain, Canada, Cape Verde, Finland, India, Ireland, Latin America, Norway, Sweden, the Middle East, the United States—are covered as are a range of subject areas. These are divided into sections titled *Disputed Terrains: Crossing the Boundaries between Fact, Reportage and Fiction*, *Exploring Subjectivities: The Personal is Where We Start From*, *Long-form Journalism: Confronting the Conventions of Daily War Journalism*, *Colonialism, Freedom Struggles and the Politics of Reportage*, and *Transforming Conventional Genres*.

The collection will be of interest to students of journalism, media studies, literary studies, and culture and communication as well as all those interested in exploring the literary possibilities of journalism at its best.

The Press March to War

Newspapers Set the Stage for Military Intervention in Post-World War II America

By Steve Hallock

PB | \$36.95 | 978-1-4331-1375-8

HC | \$129.95 | 978-1-4331-1376-5

Mediating American History; v. 10

The 2003 war against Iraq was not the first modern-day instance of a president taking the nation into foreign conflict assisted by a submissive Congress and national press corps that did not adequately challenge the case for intervention. All foreign U.S. military action since World War II has been undertaken without the constitutionally required declaration of war and with the support of a national press corps that has backed a chain of presidential policies justifying the battle.

This symbiotic press-government relationship has helped presidential administrations set the national foreign policy and defense agenda throughout this post-World War II period. This book examines the supportive relationship of press to power in building a conflict rationale during the vital period leading up to combat. Sending troops to fight in foreign lands is the most difficult, and important, decision a president makes. Assisting this decision has been a press that, in failing to meet its watchdog responsibility during this key pre-war period, has instead helped construct and maintain a war agenda. A comprehensive overview of all conflicts from the Korean war to intervention in Libya is provided via a chapter by chapter analysis.

Communication

Feedback

The Communication of Praise, Criticism, and Advice

Edited by Robbie Sutton, Karen Douglas
& Matthew Hornsey

PB | \$34.95 | 978-1-4331-0511-1

HC | \$129.95 | 978-1-4331-0512-8

Language as Social Action; v. 11

This is the first book devoted to the multidisciplinary study of feedback. It presents a comprehensive, evidence-based review of the make-or-break factors that determine the efficacy of criticism, praise and advice. It is divided into sections dealing with fundamental processes of feedback; the problems associated with delivering feedback across social divides such as race; feedback in organizational settings; feedback in the helping professions; and feedback in personal relationships. The book brings together contributions by leading scholars in communication, management, social, clinical, and educational psychology. It is concluded by a review that synthesizes key insights from the chapters and extracts how-to principles of feedback that apply across settings. The book serves as a landmark in the study of feedback, staking a claim for the recognition of this topic as a field of enquiry in its own right. Each chapter is engaging and accessible to a wide audience. The book will appeal to scholars and practitioners who are looking for a comprehensive review of the state of play in this field. It would also be appropriate for use as a text for students in a range of disciplines including communication, psychology, management, health sciences, and counseling.

Religion and Communication

An Anthology of Extensions in Theory, Research, and Method

Edited by Stephen M. Croucher & Tina M. Harris

PB | \$36.95 | 978-1-4331-1287-4

HC | \$139.95 | 978-1-4331-1288-1

Offering an extensive examination of the relationship between religion and communication, prominent scholars in the field contribute to the volume by approaching the topic from various theoretical, methodological and communication approaches including: health communication, interpersonal communication, intercultural/interracial communication, organizational communication, rhetoric, and media studies. Their research offers cutting edge and innovative approaches to investigating religious ideologies and offers further evidence of the role religious beliefs play in public life around the world. They highlight the extent to which national and international events continue to propel religion into our public discourse, hence illuminating its critical role in how individuals and institutions see themselves and others as religious beings. The research reflects how the scope, depth, and richness of this area of evolving scholarship is critical to understanding the centrality of religious beliefs and values to the ways we make sense of the world and our experiences in it.

The Positive Side of Interpersonal Communication

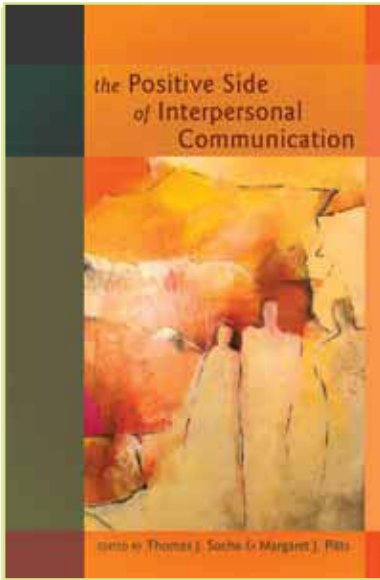
Edited by Thomas J. Socha & Margaret J. Pitts

PB | \$39.95 | 376 pp | 978-1-4331-1250-8

HC | \$149.95 | 978-1-4331-1251-5

Language as Social Action; v. 14

Building on past research that includes prosocial-antisocial communication, positive psychology, as well as complementing the dark side of interpersonal communication, this groundbreaking volume brings



together veteran interpersonal communication scholars to examine the bright, positive sides of communication in human relations. Together, they begin to frame a conceptual foundation for studies on the “positive” side of interpersonal communication, or in general terms, relational communication that promotes happiness, health, and wellness. In the process they examine moments of relational beauty, laughter and play, positive emotion, relational support, understanding, and forgiveness, as well as facilitation of positive character traits and positive relational communication values. *The Positive Side of Interpersonal Communication* is intended to serve as a starting point for future research as well as inspiring new areas of interpersonal communication scholarship.

Deliberative Communication and Ethnopolitical Conflict

By Donald G. Ellis

HC | \$89.95 | 256 pp | 978-1-4331-1174-7

Language as Social Action; v. 13

This book examines the close relationship between principles of deliberative democracy, communication, and conflict resolution in ethnopolitically divided groups. Dr. Ellis argues that the nature of deliberative processes is underappreciated for conflict

resolution in ethnopolitically divided societies and that the communicative nature of democratic deliberation is ripe for theoretical and empirical expansion. This is explained and discussed with respect to its potential to contribute to conflict resolution, including a deliberative media environment as well as issues of argument, deliberation, and political communication. Attention is also paid to the role of technology and the internet.

Offering a more fully developed understanding of democratic communication and the resolution of conflicts, this book is suitable for scholars in addition to students in upper division and graduate courses in a range of areas including communication, politics and government, sociology, and conflict studies.

Political Communication

Repressive Regimes, Aesthetic States, and Arts of Resistance

By M. Lane Bruner

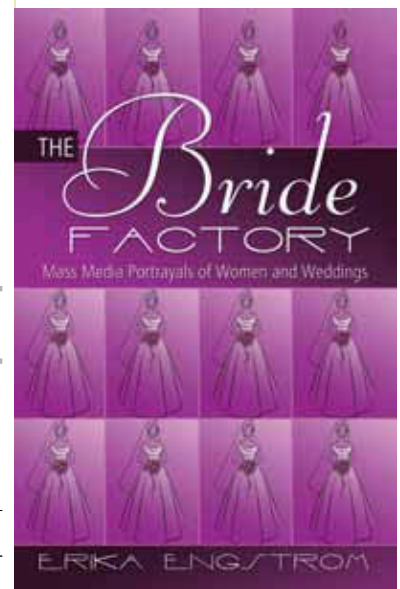
HB | 978-1-4331-0108-3

Frontiers in Political Communication; v. 14

Repressive Regimes, Aesthetic States, and Arts of Resistance investigates the tensions between politics and aesthetics by exploring the ways in which various “arts” are mobilized in the service of political repression and human emancipation. Building upon theories of the arts/politics and aesthetics/states relation, the book utilizes illuminating historical case studies to reveal the roles public arts have played in the construction of different types of “aesthetic” states: in ancient Rome during the transition from Republic to Empire, in modern Europe during the transition from feudalism to capitalism, and in the postmodern United States under the conditions of advanced capitalism. After comparing theories to practices of statecraft, the book goes on to explore contemporary arts of

resistance against corrupt corporate practices and repressive political regimes. In light of these examples, it becomes evident there is an ongoing world-historical battle between those who “aestheticize the political” to perpetuate repressive regimes and those who “politicize the aesthetic” to make states less repressed and peoples more reasonable.

Popular Culture



The Bride Factory

Mass Media Portrayals of Women and Weddings

By Erika Engstrom

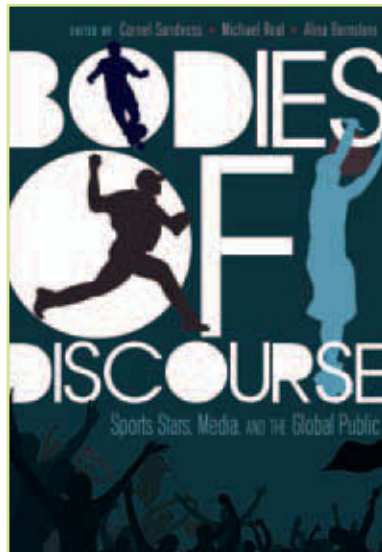
PB | \$38.95 | 312 pp | 978-1-4331-1745-9

HC | \$149.95 | 978-1-4331-1746-6

In response to the growing scope and popularity of wedding-related offerings and the media attention given to celebrity and royal weddings, *The Bride Factory* critically examines various bridal media outlets, artifacts, and the messages they convey about women today. The book departs from conventional wisdom and other treatments of the bridal industry as a scholarly topic by revealing how media portray women in modern American society, and how these portrayals reflect feminism and

femininity and illustrate the hegemony created by these media. The book discusses the portrayal of women as brides in media coverage throughout history; the various forms of wedding media, including print, television, and the Internet; how bridal media forward ideals of feminine beauty; how reality wedding programs depict brides—and the new “bridezilla”—as agents of control over their perfect day; the role of men in wedding planning; and the extent to which the white wedding ideal is embraced or resisted, with special attention given to alternative wedding media.

Cohesive and multidisciplinary in its approach, *The Bride Factory* is the first major publication to shed critical light on bridal media and their feminist implications.



Bodies of Discourse

Sports Stars, Media, and the Global Public

Edited by Cornel Sandvoss, Michael Real & Alina Bernstein

HC | \$99.95 | 250 pp | 978-1-4331-1173-0

Mass Communication and Journalism; v. 3

Sports stars are omnipresent icons of popular culture. In the global age of celebrity, few public personae enjoy greater popularity and recognition than professional athletes. Yet, beyond their sporting achievements,

athletes—from stars with near-global appeal such as Muhammad Ali or Tiger Woods to local and national sporting heroes—embody and reflect key political, social, and cultural discourses of our time. This anthology investigates sports stardom in its global context across the spectrum of spectator sport: from the quest of Japanese star athletes to exorcise the cultural demons of postwar Japan, to the Mexican pitcher celebrating victory in the first major league baseball game played on Mexican soil; from the naturalization of a Croatian footballer in Israel, to the marginalization of Scottish women curlers at the Winter Olympics.

Reflecting this focus, *Bodies of Discourse* conceptualizes the discourses surrounding sports stars as part of an increasingly transnational and fragmented public sphere and thus traces the economic, social, and cultural roles of these discourses, ranging from nationalism and racism to foreign affairs and sexual politics.

Fallen Sports Heroes, Media, and Celebrity Culture

Edited by Lawrence A. Wenner

PB | \$38.95 | 978-1-4331-1298-0

HC | \$139.95 | 978-1-4331-1299-7

Fallen Sports Heroes, Media, and Celebrity Culture focuses on the increasingly ubiquitous phenomenon whereby notable figures from the sporting world fall from grace in full public view on the main stages of media. While such falls are of remarkably varied character, they fuel questions about the role of the sports hero, the co-mingling of sport and celebrity culture, and the changing nature of moral fault lines in contemporary society. In examining the “hero to villain arc” of sport celebrity, this volume features leading scholars from the fields of media, sport, and cultural studies who bring diverse vantage points to understanding how contemporary sport celebrities become heroes and gain fame and then fall precipitously from grace through a variety of “sporting offenses.” The sagas of star athletes as well as coaches and

sportscasters are examined running the gamut from substance abuse (from performance-enhancing and recreational drugs to alcoholism) to sexual “improprieties” (from bad sexual manners to sexual assault to sex addiction to homophobia to questions over verification of sex) to routine thuggery (aimed not only at opponents but seen in extracurricular gun play and dogfighting) to questionable politics (demonstrating loyalties ranging from “good” nationalism to “bad”). The intriguing analyses featured here make us think about our cultural preoccupation with sports, the prospects for finding heroes in celebrity culture, and the moral complexities that are engaged as sport heroes fall and sometimes rise again redeemed.

Latina/o Studies

Mapping Latina/o Studies

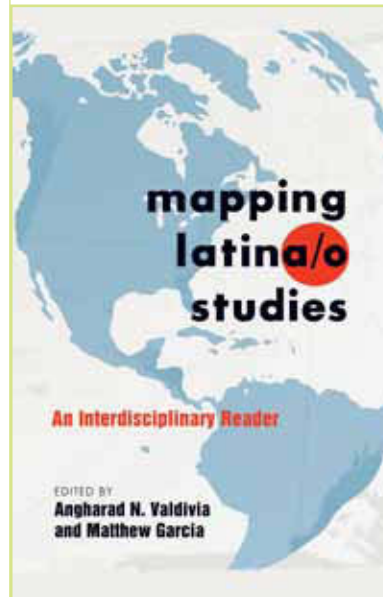
An Interdisciplinary Reader

Edited by Angharad N. Valdivia & Matthew Garcia

HC | \$99.95 | 362 pp | 978-1-4331-1156-3

Intersections in Communications and Culture: Global Approaches and Transdisciplinary Perspectives; v. 27

Mapping Latina/o Studies brings together an interdisciplinary group of scholars to discuss the dynamic field



of Latina/o Studies. Drawing on media studies, communications, history, education, literature, anthropology, popular music, and sociology, this collection explores the limits and possibilities of the category of Latinidad. The volume includes scholars who support the continuity of nation-specific identities and areas of study such as Chicano and Dominican Studies, in conversation with scholars who not only work within Latina/o Studies as a pan-ethnic, pan-national category but also explore the inevitable transnationality of a category whose people and culture flow across national borders.

Literacy & Writing

Race and Writing Assessment

Edited by Asao B. Inoue & Mya Poe

PB | \$36.95 | 978-1-4331-1816-6

HC | \$129.95 | 978-1-4331-1815-9

Studies in Composition and Rhetoric; v. 7

Race and Writing Assessment brings together established and up-and-coming scholars in composition studies to explore how writing assessment needs to change to account for the increasing diversity of students in college classrooms today. Contributors identify where we have ignored race in our writing assessment approaches and explore issues related to assessment technologies, faculty and student responses to assessment, institutional responses to writing assessment, and contexts for assessing writing beyond composition programs.

Balancing practical advice and theoretical discussions, *Race and Writing Assessment* provides a variety of models, frameworks, and research methods to consider writing assessment approaches that are sensitive to the linguistic and cultural identities that diverse students bring to writing classrooms. The volume illustrates that there is no one-size-fits-all model for addressing diversity in assessment practices but that assessment practices attuned to racial diversity must be rooted in the

contexts in which they are found. In doing so, *Race and Writing Assessment* enriches contemporary research on contextualized approaches to writing assessment.

Researching the Writing Center

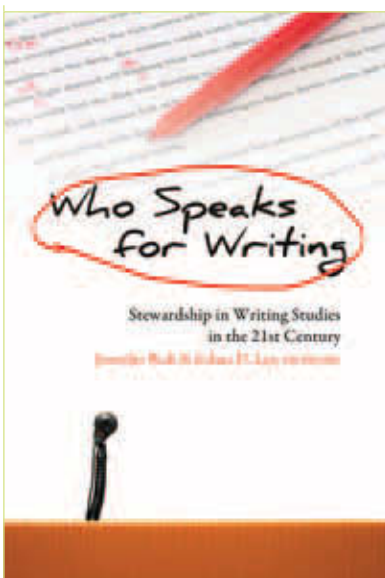
Towards an Evidence-Based Practice

By Rebecca Day Babcock
& Terese Thonus

PB | 978-1-4331-1923-1

HC | 978-1-4331-1924-8

Researching the Writing Center: Towards an Evidence-Based Practice is the first book-length treatment of the research base for academic writing tutoring. The book reviews the current state of writing center scholarship, arguing that while continuing to value anecdotal and experiential evidence, practitioner-researchers must also appreciate empirical evidence as mediating theory and practice. Readers will discover an evidence-based orientation to research and evaluate the current scholarship on recommended writing center practice. Book chapters examine the research base for current theory and practice involving the contexts of tutoring, tutoring activities, and tutoring "different" populations. Readers will investigate a sample research question, "What is a 'successful' writing consultation?" The book concludes with an agenda for future questions about writing center practice that can be researched empirically. *Researching the Writing Center* is intended for writing center professionals, researchers, graduate students in English, composition studies, and education, and peer tutors in training.



Who Speaks for Writing

Stewardship in Writing Studies in the 21st Century

Edited by Jennifer Rich & Ethna D. Lay

HC | \$99.95 | 214 pp | 978-1-4331-1487-8

Studies in Composition and Rhetoric; v. 8

Who Speaks for Writing confronts a range of current debates about stewardship in writing studies in the 21st century.

In recent years, writing studies has become more and more institutionalized in departments, programs, and majors. Specializations within the discipline have proliferated as have moments of collaboration. These circumstances make an exploration and understanding of the stakes in this burgeoning field important.

The authors represent a broad range of expertise and specialization in the field, and they seek to answer questions not only about the current ownership of writing studies but also about the theoretical and practical applications of this ownership. Their chapters offer new directions for composition theorists, teachers, and administrators for the 21st century.

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The Peter Lang Diversity Series

Executive Editor: Shirley R. Steinberg (*Diversity and Multiculturalism Reader* [2009]; *Multi/Intercultural Conversations: A Reader* [2001])

When entering into a conversation about critical diversity we are unable to ignore how power operates and the social, cultural, political, and economic forces that shape each person and/or how that person is perceived. When educators entered into the multicultural curricular trend in the late twentieth century, the mainstream intent was to *include* everyone—somehow. Early multiculturalists didn't discuss equity, or even social justice; the first work done in the area simply added on bits and pieces of information about *other* people while primarily discussing the white, dominant culture. As multiculturalism became more associated with the politics of education and not just another content area subject, teachers and scholars began to call for an examination of multiculturalism as a discipline unto itself. Morphing into the notion of diversity, the editors and authors of this unique new series of books question exactly *what is meant by diversity?*

There is not one paradigm, one taxonomy, or canon to teach diversity to citizens and create school curricula. The collection of books in this series looks at different manifestations of diversity. Asking essential questions: What is the purpose a diversity agenda? What are the forces that shaped this agenda? Who was/is involved in its creation? To whom is it addressed? Who does it serve? What, if any, social changes will be made in light of its implementation? By interrogating the forms of diversity the authors in this new series are able to identify the political and social underpinnings.

The umbrella of the *Diversity* series covers **four** different areas within the larger notion of diversity. Edited by leading scholars, the areas of interest are interrogated in readers, monographs, and primers. The Peter Lang *Diversity* series promises to re-create and invigorate a tentative conversation about dominant culture, the marginalized, and critical education.

Four series will appear on this list:

- Critical Multicultural Perspectives on Whiteness (edited by Paul R. Carr, Virginia Lea, and Darren E. Lund)
- Critical Ethnicities of the Latino Diaspora (edited by Antonia Darder, Rodolfo D. Torres, and Miren Uriarte)
- Gender and Sexualities in Education (edited by Dennis Carlson and Elizabeth J. Meyer)
- Critical Indigenous Studies (edited by Curry Stephenson Malott and Sandy Grande)



Peter Lang Children's Trust

About Peter Lang Publishing Group and Peter Lang Children's Trust

Did you know that all of the profits from the Peter Lang Publishing Group support the philanthropic efforts of the Peter Lang Children's Trust? These funds support educational and social initiatives.

The Peter Lang Children's Trust is a grant-making charity in the UK founded by Swiss publisher and philanthropist, Peter Lang. Since 2003 the Trust's mission has been to provide assistance and support for economically and educationally disadvantaged children in England with the eventual goal of helping children around the globe.

For additional information, please visit the Peter Lang Children's Trust via the world wide web at: www.plct.org.uk

