## Contents

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Studies</td>
<td>2</td>
</tr>
<tr>
<td>Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Qualitative Research</td>
<td>4</td>
</tr>
<tr>
<td>Democratic Education</td>
<td>4</td>
</tr>
<tr>
<td>Critical Pedagogy</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>Childhood</td>
<td>6</td>
</tr>
<tr>
<td>Literacy &amp; Writing</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>7</td>
</tr>
<tr>
<td>Leadership &amp; Administration</td>
<td>7</td>
</tr>
<tr>
<td>Higher Education</td>
<td>8</td>
</tr>
<tr>
<td>Foundations</td>
<td>9</td>
</tr>
<tr>
<td>Global Studies</td>
<td>9</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>10</td>
</tr>
<tr>
<td>Disability Studies</td>
<td>10</td>
</tr>
<tr>
<td>Religious Education</td>
<td>11</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>11</td>
</tr>
<tr>
<td>Communication</td>
<td>12</td>
</tr>
<tr>
<td>Readers</td>
<td>13</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>14</td>
</tr>
<tr>
<td>Environmental Communication</td>
<td>14</td>
</tr>
<tr>
<td>Health Communication</td>
<td>15</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>15</td>
</tr>
<tr>
<td>Communication Law</td>
<td>16</td>
</tr>
<tr>
<td>Political Communication</td>
<td>16</td>
</tr>
<tr>
<td>Journalism</td>
<td>16</td>
</tr>
<tr>
<td>Media</td>
<td>17</td>
</tr>
<tr>
<td>New Media</td>
<td>17</td>
</tr>
<tr>
<td>Youth Studies</td>
<td>20</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>20</td>
</tr>
<tr>
<td>Award Winners</td>
<td>21</td>
</tr>
<tr>
<td>Author Index</td>
<td>22</td>
</tr>
<tr>
<td>Series List</td>
<td>23</td>
</tr>
<tr>
<td>The Peter Lang Diversity Series</td>
<td>24</td>
</tr>
</tbody>
</table>
Dear Friends and Colleagues,

Academic publishing is seeing enormous changes to the standard world of words on paper. While digital textbooks are commonplace and aggregated content is available through an astounding number of resources, many students and professors still prefer traditional print products. At Peter Lang, we’ve committed to providing scholarly content in any form that anyone wishes. I hope that the pages of this catalogue introduce you to many books of interest.

This has been a banner year for awards that recognize our Education books. The American Educational Studies Association, for example, gave out a total of 25 Critics’ Choice awards last month; Peter Lang won 8 of them, far more than any other house. Special congratulation to Henry Giroux, who not only won an AESA Award, but also the O.L. Davis, Jr. Outstanding Book in Education Award from the American Association for Teaching and Curriculum. This type of professional recognition of our Education list is a testament to the high quality of our peer-reviewed titles.

In the field of Media and Communication, we are pleased to launch the 2012/2013 academic year with a very strong list of titles in communication studies. Becky Omdahl and Janie Harden Fritz’s Problematic Relationships in the Workplace has become an important text in organizational communication. Health communication is an area of note this season with two important collections in the works: Positive Communication in Health and Wellness edited by Thomas Socha and Margaret Pitts and Reducing Health Disparities: Communication Interventions edited by Mohan Dutta and Gary Kreps. These are just a few of the wealth of important books being introduced this year.

Black Studies and Critical Thinking is without contest the biggest growth area on our list. The front list is too extensive to discuss here, but we are also researching the launch of one or more journals on a variety of topics in Black Studies. Plus, our titles have been developed to fill the classroom needs of a large number of instructors around the world.

We continue to seek new books in these fields, as well as organizations that are looking for publishing opportunities. I would be happy to discuss any particular needs that you or your organization might have—please feel free to contact me anytime.

Best wishes,

Chris Myers
Managing Director
chrism@plang.com
The Performative Sustainability of Race
Reflections on Black Culture and the Politics of Identity
By Bryant Keith Alexander
PB  $37.95 | 230 pp | 978-1-4331-1283-6
HC  $139.95 | 978-1-4331-1284-3
Black Studies and Critical Thinking; vol.19

Following the premise that race and the process of racialization is performative, this book 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 book 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.

Reconstructing Rage
Transformative Reentry in the Era of Mass Incarceration
By Townsend Price-Spratlen & William Goldsby
PB  $38.95 | 320 pp | 978-1-4331-1472-4
HC  $149.95 | 978-1-4331-1473-1
Black Studies and Critical Thinking; vol.25

One in every 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 percent 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—one company, Reconstruction, Inc. of Philadelphia, has organized returning prisoners, their families, and communities for 24 years. It looks at Reconstruction’s programs, strategies, and patterns of change over time; holistic (i.e., mind-body-spirit) and principled transformations in the people and families it has touched; and at the company’s 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.

Contesting the Myth of a ‘Post Racial’ Era
The Continued Significance of Race in U.S. Education
Edited by Dorinda Carter Andrews & Franklin Tuitt
PB  978-1-4331-1517-2
HC  978-1-4331-1518-9
Black Studies and Critical Thinking; vol.28

Contesting the Myth of a ‘Post-Racial’ Era brings together educational scholars across disciplines in higher education to reframe the discourse on race and racism in education in the Obama era and to explore structural, environmental, cultural, and political implications of race and racism in education. The volume gives explicit attention to contesting the myth of post-racialism in U.S. education by examining racial inequality across the K-16 spectrum, through examination of classroom practices, educational policies, educational research, and equity and access. Policy makers, educators, and academics with an interest in raising the achievement levels of students of color as well as access to greater opportunities will have interest in this book. It can be used for professional development at the K-12 and higher education level and for course adoption in college classrooms, particularly in programs and courses where race is an explicit area of study.

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; vol.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 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.
“By Our Own Strength”
William Sherrill, the UNIA, and the Fight for African American Self-Determination in Detroit
By Kenneth S. Jolly
PB | 978-1-4331-1809-8
HC | 978-1-4331-1808-1

Black Studies and Critical Thinking; vol.41
William Sherrill was a critical leader of Marcus Garvey’s Universal Negro Improvement Association (UNIA) for almost four decades and a leading African American intellectual and activist in the 1930s and 1940s Detroit. Sherrill’s leadership and activism has, until now, never been detailed. As the first biography of Sherrill, this book examines him as part of an historical tradition from which post-World War II Black Nationalism and Pan-Africanism re-emerged. Sherrill represents a bridge between the African American self-determination of the 1920s and 1930s and African American activism from the 1950s through the 1960s. This work explains how Sherrill carried the UNIA and Garveyism into the post-war period and emphasizes the enduring traditions of African American self-determination, race-based institution building, economic and political empowerment, and cultural centering from the 1910s through the 1960s. This story of William Sherrill re-conceptualizes the study of Garvey, Garveyism, and the UNIA. This book would be ideal for upper-level undergraduate or graduate level courses in African American History, the Civil Rights Movement, Black Freedom Struggle, Black Liberation, Black Nationalism, Pan-Africanism, Detroit History, Urban History, Urban Studies.

Reprocessing Race, Language and Ability
African-Born Educators and Students in Transnational America
By Immaculée Harushimana, Chinwe Ikpeze & Shirley Mhethwa-Somers
PB | 978-1-4331-1751-0
HC | 978-1-4331-1750-3

Black Studies in Education; vol.42
This book explores the unique experiences of African-born educators and students in K-12 classrooms as well as those of education faculty and administrators in North America. Particular attention is given to the conflicting attributes that African-born educators and students bring into American schools and the challenges of working in linguistically, racially, and culturally regulated educational spaces. This volume engages in an examination of how attributes assigned to immigrant teachers by the host community of students, colleagues and administrators can serve both as conduits and deterrents for effective teaching. In all, the book uncovers the existence of unavoidable, though not insurmountable, racial, cultural and linguistic dissonance when African and western cultures come in contact.

Diversity

Educating African American Males
Contexts for Consideration, Possibilities for Practice
By M. Christopher Brown II, T. Elon Dancy II & James Earl Davis
PB | 978-1-4331-0853-2
HC | 978-1-4331-0852-5
Counterpoints; vol.383

The lives of black males create much public interest (and fear) as evidenced by extensive national debate, media fixation, scholarly inquiry and social interventions. However, little attention is paid to the roles and responsibilities of academic structures incident to the education of African American males. Educating African American Males: Contexts for Consideration, Possibilities for Practice responds to and extends the conversations of the earlier Peter Lang Publishing book Black Sons to Mothers by exploring meanings and connections of black boys’/men’s lives and offering literary, scholarly and personal space to interrogate the seemingly elusive intersection of race and gender. This book continues the tradition of its predecessor text by connecting the experiences and identities of black boys/men to the cornerstone of cultural work—(un)learning.

Hip Hop’s Li’l Sistas Speak
Negotiating Hip Hop Identities and Politics in the New South
By Bettina L. Love
PB | $38.95 | 152 pp | 978-1-4331-1190-7
HC | $139.95 | 978-1-4331-1191-4
Counterpoints; vol.399

Through ethnographically informed interviews and observations conducted with six Black middle and high school girls, Hip Hop’s Li’l Sistas Speak explores how young women navigate the space of Hip Hop music and culture to form ideas concerning race, body, class, inequality, and privilege. The thriving atmosphere of Atlanta, Georgia serves as the background against which these youth consume Hip Hop, and the book examines how the city’s socially conservative politics, urban gentrification, race relations, Southern-flavored Hip Hop music and culture, and booming adult entertainment industry rest in their periphery. Intertwined within the girls’ exploration of Hip Hop and coming of age in Atlanta, the author shares her love for the culture, struggles of being a queer educator and a Black lesbian living and researching in the South, and reimagining Hip Hop pedagogy for urban learners.

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; vol.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.

**Afrocentric Teacher-Research**

Rethinking Appropriateness and Inclusion

By Staci Perryman-Clark

**Studies in Composition and Rhetoric; vol.6**

Afrocentric Teacher-Research: Rethinking Appropriateness and Inclusion reports on a qualitative teacher-research study that examines the ways in which African American and other students perform expository writing tasks using an Afrocentric Ebonics-focused first-year writing curriculum. Foundational to the book is a study of twenty-one student-writers and one writing classroom employing an Afrocentric Ebonics-based curriculum. Further, this book conceptualizes a theory of Afrocentric teacher-research that includes all students in addition to African Americans, and positions teacher-research as a methodology that not only transforms classroom practices, but also transforms disciplinary practices by urging rhetoric and composition teachers and scholars to revise the way that we teach and consider the classroom employing an Afrocentric Ebonics-based linguistic practice.

**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; vol.354

This book was conceived 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.

**Democratic Education**

Becoming and Being a Teacher

Confronting Traditional Norms to Create New Democratic Realities

By PL. Thomas

PB | 978-1-4331-1650-6
HC | 978-1-4331-1686-5

Critical Studies in Democracy and Political Literacy; vol.2

This volume unmaskstensions among economic, political, and educational goals in the context of becoming and being a teacher. Chapters frame becoming and being a teacher within commitments to democracy and political literacy while confronting neoliberal assumptions about American society, universal public education, and education reform. A wide variety of teachers and scholars discuss teacher preparation and teaching through evidence-based examinations of complex problems and solutions facing teachers, education policy, the public, and students. Teaching is embraced as a political act, and critical subjectivity is endorsed as a rejection of objectivity and traditional paradigms of teaching designed to create a compliant teacher workforce. The book honors and celebrates voice as well as collective voice that speak to and from the inexorable fact of becoming and being a teacher as one and the same.

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; vol.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.

How the Dreamers are Born
Struggles for Social Justice and the Identity Construction of Activist Educators in Brazil

By Júlio Emílio Diniz-Pereira

PB | 978-1-4331-2089-3
HC | 978-1-4331-2090-9

This book discusses the identity construction of activist educators or, as one of the participants in my research poetically summarized it, “how the dreamers are born.” It seems clear that the “dreamers,” in the case of this research, eleven women activist educators who have participated in the Movimento dos Trabalhadores Rurais Sem Terra (Landless Workers Movement), the MST, were not, in fact, born as “dreamers.” The development of one’s identity as an activist educator – “a dreamer” – is a long and complex social, political, and cultural process involving many causal elements. The MST, one of the largest and most important social movements in contemporary Latin America and one of the most successful grassroots movements in the world, has struggled for agrarian reform as well as social and economic justice in Brazil, achieving quite impressive results. The movement is made up of people from some of the poorest segments of Brazilian society. It mobilizes what Kevin Bales, in the context of the current global capitalism, calls “disposable people.” Thus, this powerful analysis of incredible life stories (testimonios), collected through semi-structured interviews, of women educators sought to uncover the main elements that account for the development of their identities as activist educators. Finally, this book also addresses the implications the author’s major research findings have for social justice teacher education.

Critical Pedagogy
Toward a Theory of Self and Social Empowerment

By Yolanda Medina

PB | $35.95 | 152 pp | 978-1-4331-1735-0
HC | $139.95 | 978-1-4331-1736-7

This book introduces a progressive type of education called Critical Aesthetic Pedagogy. This pedagogy utilizes the arts to promote critical learning, and incorporates particular types of aesthetic experiences into pedagogical practices to increase students’ social empowerment and commitment to social justice. The first coherent body of work that marries critical pedagogy and aesthetics, the book guides theory and practice for teacher educators interested in infusing their critical pedagogical practices with the arts. It also proposes tangible reforms in the public school system that will enable a critical aesthetic process to take root and thrive.

Critical Aesthetic Pedagogy can be used in upper-level undergraduate and graduate teacher education and art education courses. It can also help P–12 teachers and art organizations to successfully develop and carry out critical aesthetic practices at all levels. In addition, it provides a rationale for school administrators, community leaders, and educational policymakers for embracing critical aesthetic practices as a way to improve the education of all children.

Critical Pedagogy
in the New Dark Ages
Challenges and Possibilities

Edited by Maria Nikolakaki

PB | $39.95 | 392 pp | 978-1-4331-1427-4
HC | $149.95 | 978-1-4331-1428-1

This book unmasks the neoliberal ideology that led modern civilization to withdraw from its previous accomplishments into what may be called the new Dark Ages. The international group of contributors to this volume aggressively rejects the siege of society by capitalism and the resulting deterioration. These authors engage a critical pedagogy that brings hope as it acknowledges the potential for social justice and a language of possibility in the educational arena. The prestigious authors assembled here range from Stanley Aronowitz to Slavoj Žižek and their subjects from “Higher Education Under Siege” (Henry Giroux) to “On the Right and Duty to Change the World” (Paulo Freire).

Critical Pedagogy, Physical Education and Urban Schooling

By Katie Fitzpatrick

PB | 978-1-4331-1740-4
HC | 978-1-4331-1741-1

Counterpoints; vol.432

This book is a critical ethnography of health, physical education and the schooling experiences of urban youth. The subjects of health and physical education are compulsory in most schools internationally but many contemporary practices in these subjects reinforce rather than challenge the stereotypes that urban youth are (only) physically talented and, subsequently, uninterested in schooling achievement. This book questions those practices and instead suggests that, if taught in critical ways, these subjects offer a particularly cogent space of hope and achievement for urban youth. The use of critical ethnography in this study enabled an in-depth account of urban youth in the subjects of health and PE at school. This book thus explores the complex potential for health and PE as key sites of learning for marginalized urban youth, examining these disciplines as subjects that are both politically fraught and also spaces of hope.

The Moral Debate on Special Education

By Bernardo E. Pohl, Jr.

PB | 978-1-4331-2107-4
HC | 978-1-4331-2108-1

Counterpoints; vol.443

The fusion among critical pedagogy, holistic (moral) education, and disability studies continues to be uncharted waters and, in some academic venues, a hotly contested topic. A discourse advocating for a liberating pedagogy for the disabled continues to be absent. Based on critical and moral pedagogy, The
Moral Debate on Special Education is the self-narrative of a disabled special education teacher, who is searching for the answers and spaces where this dialogue and narrative can take place. What started as mere research for social justice in education has morphed, unintentionally, into the moral quest for justice and equality in special education. Celebrating the legacy of Paulo Freire, Joe L. Kincheloe, Shirley Steinberg, David Purpel, Peter McLaren, Cameron White, Michael Connelly, Jean Clandinin, and others contemporaries, Bernardo Pohl delves into the tensions, promises, and challenges of special education from the unique perspective of someone who also serves as a disabled educator.

Critical Pedagogy ::: Curriculum ::: Childhood

A Curriculum of Place
Understandings Emerging through the Southern Mist

Edited by William M. Reynolds
PB | 978-1-4331-1332-1
HC | 978-1-4331-1333-8
Counterpoints; vol.412

Since the United States has gone South in a number of respects, it is crucial to our understandings of ourselves and our current milieu to peer through the mist that covers the intricacies of the culture and history of the South. This book presents new and provocative insights into the study of curriculum and place focusing on the South. The essays emphasize understanding the importance of Southern place politically, educationally and experientially. Southern place is studied autobiographically, historically and educationally through the lenses of race, class, gender, sexuality, and social justice. Questions are raised concerning the effects of place on the development of southern identity, educational dispositions, popular culture, politics and other issues. Ultimately this book affirms the importance of the study of place in contemporary discussions of culture and curriculum.

A Heart of Wisdom
Life Writing as Empathetic Inquiry

Edited by Cynthia M. Chambers, Erika Hasebe-Ludt, Carl Leggo & Anita Sinner
PB | $42.95 | 422 pp | 978-1-4331-1529-5
HC | $169.95 | 978-1-4331-1530-1
Complicated Conversation: A Book Series of Curriculum Studies; vol.39

This anthology explores life writing as a mode of educational inquiry, one where students and teachers may get 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 should we be asked?

Girlhood, Beauty Pageants and Power

Trailer Park Royalty

By Elisabeth Blumer Thompson-Hardy
PB | 978-1-4331-1347-5
HC | 978-1-4331-1348-2
Counterpoints; vol.413

Child beauty pageants are a phenomenon in rural communities throughout the South. Most of those who compete in these pageants are from the lower socio-economic bracket, participating for a multitude of reasons. A bricolage of post-structural feminism, critical ethnography, critical hermeneutics and cultural studies lenses analyze how the performances of participants and the power exercised by the beauty pageant culture work to formulate girls’ identities. Analysis also includes how power operates to perpetuate this subculture and its “right” to dictate norms for beauty and acceptance and is situated in the culture of girlhood. Examination of what is depicted in popular culture through videos, documentaries, and television is used to suggest that rural child beauty pageant culture does work to create girlhood identity and a way in which the participants view the world and themselves, as well as doing intricate cultural work in terms of gender and class. The text would be appropriate for courses such as Power and Schooling, Qualitative Research, Curriculum Design and Evaluation, Critical Readings in Curriculum, Forms of Curriculum Inquiry, and Doctoral Research Methods.

Critical Literacy in English Literature

By Priya Parmar & Hindi Krinsky
PB | 978-1-4331-1398-7
Critical Praxis and Curriculum Guides; vol.2

Critical Literacy in English Literature argues for the inclusive practice of studying, implementing, and interpreting alternative texts and other materials using innovative pedagogies such as critical pedagogy and critical literacy when teaching high school English literature. Approaching the teaching of English literature from a critical perspective opens the door to expand the traditional canon through the incorporation of alternative and subjugated texts, ideas, and knowledge. This approach will prompt students to draw multiple meanings and interpretations based on their own personal histories and experiences. The book is not another pre-packaged, standardized literacy program for teachers to passively integrate into their curriculum. Instead, the authors provide pedagogical suggestions, activities, and ideas that teachers can take and adapt to their own unique classroom dynamics. The authors also provide sample lesson plans in which a critical literacy lens is applied to novels commonly taught in the high school English classroom while also introducing the reader to nonmainstream and alternative texts.

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; vol.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
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.

**Literacy & Writing**

**A Synthesis of Qualitative Studies of Writing Center Tutoring, 1983-2006**

By Rebecca Day Babcock, Kellye Manning, Travis Rogers, Courtney Goff & Amanda McCain

PB | $37.95 | 152 pp | 978-1-4331-1787-9

HC | $139.95 | 978-1-4331-1786-2

This volume is a synthesis of qualitative studies of writing centers published between 1983 and 2006. Most research that has been done on writing centers has been qualitative, hence the qualitative focus of this book. Up until now, writing center tutoring, rather than being based on research, has been based on common practice, lore, and theory imposed from outside disciplines such as psychology and literary studies. In order to develop a framework of the current state of research, the co-authors used a team approach to grounded theory, using published research, theses and dissertations as data. In a typical setting, tutor and tutee encounter each other bringing background, expectations, and personal characteristics into a context composed of outside influences. Through the use of roles and communication they interact, creating the session focus, the energy of which is generated through a continuum of collaboration and conflict. The temperament and emotions of the tutor and tutee interplay with the other factors in the session. The confluence of these factors results in the outcome of the session (affective, cognitive, and material). This volume will be of value to writing center tutors, directors, researchers, and college administrators.

**Writings of Healing and Resistance**

By Mary E. Weems

PB | 978-1-4331-1209-6

HC | 978-1-4331-1208-9

This captivating 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. In bringing forward key issues in teacher education, Provoking Conversations on Inquiry in Teacher Education also demonstrates an exercise of practical judgment, that is, to show how certain kinds of research and writing can address the real life issues encountered in practice. The bold effort to make their work public and invite responses represents a deliberate attempt by the authors to reveal the importance of critical conversations. Invited responses by critical friends from other institutions demonstrate that conversations about practices in teacher education must remain open-ended and responsive to a plurality of thought and experience.

**Teacher Education**

**Provoking Conversations on Inquiry in Teacher Education**

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

PB | $37.95 | 176 pp | 978-1-4331-1828-9

HC | $139.95 | 978-1-4331-1829-6

Counterpoints; vol.420

The book focuses on seven important dimensions of principalship: (a) data-informed decision-making, (b) safe and orderly school operation, (c) high, cohesive, and culturally relevant expectations for students, (d) distributive and empowering leadership, (e) coherent curriculum, (f) real-time and embedded instructional assessment, and (g) commitment and passion for school renewal. For each dimension, it provides a research base, best practices, and relevant tools. The book is particularly useful for principals as well as researchers, policy makers, and educational leadership faculty members.

**Tools for Improving Principals’ Work**

Edited by Jianping Shen

PB | $39.95 | 248 pp | 978-1-4331-1573-8

HC | $149.95 | 978-1-4331-1574-5

The vital role of principalship in improving schools in general and enhancing student achievement in particular has been well documented. Given its importance, there is a need for tools to improve principalship, particularly ones emphasizing those dimensions associated with student achievement. Given the accountability movement, with its particular focus on student achievement and the advent of the evaluation era (including the evaluation of principals), the need for tools is even more urgent. This edited volume presents those tools with the aim of improving learning-centered principalship. The book is useful for researchers and policy makers as well as principals.
Women Lead
Career Perspectives from Workplace Leaders
Edited by Tracey Wilen-Daugenti, Courtney L. Vien & Caroline Molina-Ray
PB | 978-1-4331-2115-9
HC | 978-1-4331-2116-6
Women are taking the lead in today’s workforce. They hold half of America’s jobs, 51% of supervisory and managerial positions, and nearly 60% of all college degrees. A woman starts a business in the U.S. every 60 seconds. Without women, the U.S. economy would be 25% smaller than it is today. Women Lead is an in-depth examination of women’s role in today’s workplace. Drawing on interviews with nearly 200 women leaders, and survey responses from more than 3000 male and female managers, the book explains 21st-century career trends and provides practical advice to help women excel in the new world of work. Readers will discover facts, personal qualities or characterological judgment and behavior, and while directing and informing work-related principles in a complex, rapidly changing environments, and a social justice agenda.

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; vol.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
Contemporary Colleges & Universities
A Reader
Edited by Joseph L. DeVitis
PB | 978-1-4331-1601-8
HC | 978-1-4331-1602-5
Adolescent Cultures, School and Society; vol.64
Today's colleges and universities face countless uncharted challenges and possibilities. They are often prized as national treasures. Yet, in tough economic times, they are becoming a major focus of contestation and controversy. This richly comprehensive survey takes a frank look at both polarities of the puzzles of academe. Presenting multiple perspectives on a wide array of crucial issues, the volume features realistic representations of students, faculty, curriculum, administration, and the socio-cultural conditions that shape higher education. The book's incisive essays are written by practitioners on the front lines of the academy's battle to validate and sustain its core principles in a complex, rapidly evolving, world. They afford valuable insights into the postsecondary scene for all who seek to nurture its development in these uncertain, troubled times. The text will appeal especially to students, faculty, administrators, student life professionals, and policymakers who shape human potential. In the end it will leave them with sobering thoughts about the present and future of higher education, an institution that still warrants their constant care and vigilance.

Teaching, Learning and Intersecting Identities in Higher Education
Edited by Susan M. Pliner & Cerri A. Banks
PB | $38.95 | 240 pp | 978-1-4331-1313-0
HC | $139.95 | 978-1-4331-1314-7
Higher Ed: Questions about the Purpose(s) of Colleges and Universities; vol.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.

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belief systems. In this book, Eugene F. Provenzo, Jr. looks specifically at the educational exhibits at the 1876 Philadelphia Centennial Exhibition, the 1893 World’s Columbian Exposition, and the 1904 Louisiana Purchase Exposition. In doing so, he demonstrates how the educational exhibits functioned as critical transfer points for the exchange of educational ideas and innovations between Europe, Asia, and the United States. In addition, he examines how many of the exhibits reflected a dominant Western hegemony and racist assumptions about the superiority of Western culture and education.

A History of Elementary Social Studies
Romance and Reality
By Anne-Lise Halvorsen
PB | 978-1-4331-0647-7
History of Schools and Schooling; vol.2

Desegregating Teachers
Contesting the Meaning of Equality of Educational Opportunity in the South post Brown
By Barbara J. Shircliffe
PB | $38.95 | 240 pp | 978-1-4331-1237-9
HC | $139.95 | 978-1-4331-1238-6
History of Schools and Schooling; vol.57

Desegregating Teachers: Contesting the Meaning of Equality of Educational Opportunity in the South post Brown explores the battle to desegregate public school teachers in the South. It also considers the implications of linking racially balanced school faculties to equal educational opportunities for African American students. This book demonstrates that the legal struggle to desegregate teachers and other school personnel is critical to understanding the politics of school desegregation in the South and perhaps elsewhere. Its premise is that the status of educators—far from being at the margins of the desegregation story—was central in shaping the desegregation process and outcomes. This is important today as student populations became largely resegregated. To capture the dynamics of faculty desegregation at the district level, this book explores the process in two distinct southern metropolitan areas: Jackson, Mississippi and Tampa, Florida. This is an important book for researchers, professors, and pre-service teachers.

Occupy Education
Living and Learning Sustainability
By Tina Lynn Evans
PB | $39.95 | 356 pp | 978-1-4331-1966-8
Global Studies in Education; vol.22

Occupy Education is motivated by the sustainability crisis and energized by the drive for social justice that inspired the Occupy movement. Situated within the struggle for sustainability taking place amid looming resource shortages, climate change, economic instability, and ecological breakdown, the book is a timely contribution to community education and action. It opens a whole realm of integrated theory to educators and sustainability activists—and demonstrates how that theory can be moved into practice. Occupy Education is an excellent text for courses in sustainability studies, social philosophy, globalization, social justice, food system praxis, sustainability education, political economy, and environmental studies.

Flesh Mapping
Cartography of Struggle, Renewal and Hope in Education
By Sylvia Richardson
PB | 978-1-4331-2008-4
HC | 978-1-4331-2009-1
Global Studies in Education; vol.23

Modernization or Cultural Imperialism
A Critical Reading of Taiwan’s National Scholarship Program for Overseas Study
By Yun-shiau (Viola) Chen
PB | 978-1-4331-2028-2
HC | 978-1-4331-2029-9
Global Studies in Education; vol.24

By critically analyzing Taiwan’s long-standing National Scholarship Program for Overseas Study, this book provides a perspective of understanding a diverse approach of modernization Taiwan experienced, which follows neither the liberalist modernization nor socialist modernization, as many Western scholars have tried to argue when it comes to Taiwan’s case. In doing so the book focuses on the Scholarship Program’s development between 1955 and 2000. The National Scholarship Program can be seen as Taiwan’s governmental pursuit of
Strategic modernization for national and social development. Strategic modernization does not necessarily imply a linear, progressive and technological modernity; but should viewed as an adjustable, flexible, and sustainable modernization that constantly transforms and assists a nation, like Taiwan, to adapt itself within its constrained and changing post-colonial condition. This view of strategic modernization is based upon an interrogation of the discourses surrounding the scholarship program, while using post-colonial theories as a referential framework. Furthermore this research includes an ethnographic analysis of discourse to investigate the program from two perspectives: one was the researcher’s critical discourse analysis of historical texts and the other derives from the narratives provided by program stakeholders including scholarship fellows, a policy maker and a program conductor. The juxtaposition of these two discursive perspectives not only reveals different facets of the program, but also, more important, track a dynamic and constant unfolding complex interwoven by political, economic, and cultural threads that are rarely considered together.

**Education, Science and Knowledge Capitalism**

Creativity and the Promise of Openness  
**By Michael A. Peters**  
PB | 978-1-4331-2057-2  
HC | 978-1-4331-2058-9

Global Studies in Education; vol.25

It is the age of global science but not primarily in the sense of “universal knowledge” that has characterized the liberal metanarrative of “free” science and the “free society” since its early development in the Enlightenment. Today an economic logic links science to national economic policy, while globalized multinational science dominates an environment where quality assurance replaces “truth” as the new regulative ideal. Education, Science and Knowledge Capitalism examines the nature of educational and science-based capitalism in its cybernetic, knowledge, algorithmic and bioinformational forms before turning to the emergence of the global science system and the promise of openness in the growth of international research collaboration, the development of the global knowledge commons and the rise of the open science economy. This book explores the nature of cognitive capitalism, the emerging mode of social production for public education and science, and its promise for the democratization of knowledge.

**Educational Psychology**

**Wish to Live**  
The Hip-hop Feminism Pedagogy Reader  
Edited by Ruth Nicole Brown & Chamara Jewel Kwakye

PB | $42.95 | 296 pp | 978-1-4331-0646-0

Educational Psychology: Critical Pedagogical Perspectives; vol.3

Wish To Live: The Hip-hop Feminism Pedagogy Reader moves beyond the traditional understanding of the four elements of hip-hop culture—rapping, breakdancing, graffiti art, and deejaying—to articulate how hip-hop feminist scholarship can inform educational practices and spark, transform, encourage, and sustain local and global youth community activism efforts. This multi-genre and interdisciplinary reader engages performance, poetry, document analysis, playwriting, polemics, cultural critique, and autobiography to radically reimagine the political utility of hip-hop-informed social justice efforts that insist on an accountable analysis of identity and culture. Featuring scholarship from professors and graduate and undergraduate students actively involved in the work they profess, this book’s commitment to making the practice of hip-hop feminist activism practical in our everyday lives is both compelling and unapologetic.

**School Sucks! Arguments for Alternative Education**  
**By Rochelle Brock & Greg Goodman**  
PB | 978-1-4331-1705-3  
HC | 978-1-4331-1704-5

Educational Psychology: Critical Pedagogical Perspectives; vol.20

School Sucks! is designed to complement the dominant discourse of school reform by presenting a compendium of critical pedagogical writings that analyze the current issues in urban education and demonstrate alternative praxis for failing schools. The two editors of this volume also serve as the series editors for Peter Lang Publishing’s Educational Psychology and Black Studies Series, giving them a remarkable resource from which to draw this selection of writings that represent the very best concepts of pedagogy and praxis. School Sucks! furthers the reader’s knowledge of the pretext of urban educational problems and promotes a positive praxis of urban educational reform. Inspired by mentors Mary McLeod Bethune and Paulo Freire, School Sucks! is filled with a critical pedagogy and praxis calling for wholesale changes within our urban schools.

**Disability Studies**

**Earth, Animal, and Disability Liberation**  
**By Anthony J. Nocella II, Judy K.C. Bentley & Janet M. Duncan**  
PB | $38.95 | 282 pp | 978-1-4331-1506-6  
HC | $149.95 | 978-1-4331-1507-3

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 and 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.

Religious Education

After Spirituality
Studies in Mystical Traditions
Edited by Philip Wexler & Jonathan Garb
PB | $38.95 | 206 pp | 978-1-4331-1738-1
HC | $139.95 | 978-1-4331-1739-8

After Spirituality: Studies in Mystical Traditions; vol.1

After Spirituality: Studies in Mystical Traditions is the first volume in a new series of the same name. The book is devoted to the comparative study of contemporary mysticism, bringing together papers presented as part of the 2008-2009 research group on the sociology of contemporary Jewish mysticism in comparative perspective, convened at the Institute of Advanced Studies in Jerusalem. Chapters written by leading scholars of Jewish, Buddhist and Christian Mysticism address the dramatic global proliferation and transformation of mystical traditions in recent decades. The volume seeks to establish the study of contemporary mysticism on a sound scholarly basis, employing the analytical tools of the social sciences, and using comparative methods in order to gain global perspective. This important volume will be suited for courses on contemporary or classical mysticism, comparative religion, sociology and anthropology of contemporary culture, psychology of religion, Jewish studies and Buddhist studies and social theory.

Church History
Five Approaches to a Global Discipline
By Dyron B. Daughtry
PB | $38.95 | 304 pp | 978-1-4331-1695-7

This lively book not only unpacks the history of Christianity, but also explains how church history is created and organized. Different from traditional church history textbooks, the book:
• Has a global emphasis, rather than an exclusively Euro-American one;
• Explains the discipline of church history in addition to the content;
• Is readable, engaging, and inviting to new students;
• Makes church history accessible rather than stressing obscure dates and names.

Conceptually, this book is revolutionary. The story of Christianity is never complete: it only expands. By allowing fresh players into the story, broadening our perspective to include women, the working class, heretics, and priests outside mainstream “orthodoxy,” we become open to new ways of understanding. And these new perspectives enhance our comprehension of the endlessly surprising story of Christianity’s past.

Curriculum and the Culture Wars
Debating the Bible’s Place in Public Schools
Edited by Melissa Deckman & Joseph Prud’homme
PB | $39.95 | 978-1-4331-1848-7

Washington College Studies in Religion, Politics, and Culture; vol.3

Curriculum and the Culture Wars offers a fresh perspective on perennial debates about the role of religion in public schools, focusing on the intersection of religion and curriculum. This debate has been renewed in part due to the growth of elective Bible courses in public schools in many parts of the country. The first half of the book presents new scholarship on the use of the Bible in schools, including a historical analysis of what the Founders had to say about the use of the Bible in public education, a more current assessment of the politics behind the elective Bible class movement in the early twenty-first century, and a critique of such educational programs from constitutional and pedagogical perspectives. This edited volume also offers new insights into long-standing battles that pit religious and secular advocates against one another in the areas of evolution and sex education and considers whether school choice programs that would allow parents the right to send their children to sectarian schools are an affront to promoting the goals of a liberal democracy.

Media Literacy

Lost in Media
The Ethics of Everyday Life
Edited by Benjamin Frymer & Tony Kashani
PB | 978-1-4331-1366-6
HC | 978-1-4331-1367-3

Minding the Media: Critical Issues for Learning and Teaching; vol.7

Lost in Media examines collectively the ethical issues that have arisen in media-driven everyday life and will that arise as paradigm shifts occur on a global scale. Films, television and the new media often serve the globalization aims of a capitalist society as they function to socially reproduce the hegemonic norms, values, and styles of the larger society. Chapters in the book use the tradition of critical theory to look at issues of free market fundamentalism, journalism’s erosion of communication of truth, public relations ethics of perception management; yielding self-censorship in the media, entertainment media pedagogically cultivating consumerism and docility, music and morality, misrepresentation of resistance movements, ethics of spectatorship, and the transformation of everyday ethics.
Educators Online
Preparing Today's Teachers for Tomorrow's Digital Literacies

By Laura M. Nicosia
PB | 978-1-4331-0930-0
HC | 978-1-4331-0931-7

New Literacies and Digital Epistemologies; vol.49

Educators Online fills a significant need by introducing educators to social and collaborative technologies to enrich their own lives before applying them as teaching tools. Laura Nicosia proceeds from the understanding that once teachers become comfortable with these technologies, they will be more willing to experiment with them in their classrooms. She blends theories of new media literacies with anecdotal accounts from her much-sought-after professional development offerings. Digital sites are not static; indeed, these media will most certainly evolve. But Educators Online focuses on why teachers should use these technologies. Thus, even as the tools change, this book will be seminal. The author asserts that the social practices associated with these applications nurture stronger professionals and, by extension, improve both teaching and learning. The book will compel professional educators, support staff, and pre-service teachers to dive into these networks at their own pace and have a “virtual coffee break” with each other. This book will prove valuable in such courses as Methods of Teaching; Educational Technology; Intro to such courses as Methods of Teaching; other. This book will prove valuable in having a “virtual coffee break” with each of these networks at their own pace and pre-service teachers to dive into professional educators, support staff, learning. The book will compel stronger professionals and, by extension, improve both teaching and professional educators. The contributors to this volume examine the simultaneous implementation of critical and digital literacies and explore ramifications for the development and assessment of critical digital literacy (CDL) curricula across educational contexts. We ask, how has the increasing ubiquity of digital literacies in and out of school affected our definitions of critical literacy? And how have our ever-changing perceptions of critical literacy affected how we define, teach, and engage in digital literacies? We believe that there is crucial work to be done at these intersections, work that builds upon the extensive bodies of critical and digital literacy research. Some issues and questions that chapters address are:

- What is negotiated, gained, or lost in the process of combining the critical and the digital?
- Where is the power located—and who is silenced, and how—in CDL approaches?
- Can CDL practices disrupt classroom routines in constructive in engaging ways?
- How has the divide between audience and participant, and the notion of collective intelligence, been challenged and redefined by CDL?
- How do CDL practices impact youths’ identity constructions?

The contributors to this volume present a balance between current issues and promising future opportunities and directions.

Critical Digital Literacies as Social Praxis
Intersections and Challenges

By JuliAnna Avila & Jessica Zacher Pandya
PB | 978-1-4331-1693-3
HC | 978-1-4331-1694-0

New Literacies and Digital Epistemologies; vol.54

The contributors to this edited volume examine the simultaneous implementation of critical and digital literacies and explore ramifications for the development and assessment of critical digital literacy (CDL) curricula across educational contexts. We ask, how has the increasing ubiquity of digital literacies in and out of school affected our definitions of critical literacy? And how have our ever-changing perceptions of critical literacy affected how we define, teach, and engage in digital literacies? We believe that there is crucial work to be done at these intersections, work that builds upon the extensive bodies of critical and digital literacy research. Some issues and questions that chapters address are:

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- How do CDL practices impact youths’ identity constructions?

The contributors to this volume present a balance between current issues and promising future opportunities and directions.

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; vol.62

Communication

An Overture to Philosophy of Communication
The Carrier of Meaning

By Ronald C. Arnett & Annette M. Holba
PB | $58.95 | 320 pp | 978-1-4331-1344-4
HC | $139.95 | 978-1-4331-1345-1

Communication: Motivation, Knowledge, Skills
THIRD EDITION

By Sherwyn P. Morreale, Brian H. Spitzberg & Kevin Barge
PB | $59.95 | 400 pp | 978-1-4331-1714-5

Now in its third edition, Communication: Motivation, Knowledge, Skills (previously Human Communication: Motivation, Knowledge, and Skills) is a textbook for the basic (hybrid) communication course at 2- and 4-year colleges and universities.

Beginning with the premise that all forms of communication have the potential to be viewed as competent, this text helps students develop a framework for choosing communication messages and behaviors that will allow them to communicate competently in any situation. Through a theoretically-based and skills-oriented approach, the text emphasizes the basic themes of motivation, knowledge, and skills across the contexts of interpersonal communication, small group communication, public speaking, and computer mediated communication and mass communication. Building on the success of the first two editions, this third edition is unique in that it:

- Features the collaborative work of three recognized experts in the communication discipline, each of whom is a specialist in one of the three areas covered in the hybrid iteration of the basic communication course-
Critical Qualitative Research Reader
Edited by Shirley R. Steinberg & Gaile S. Cannella
PB | $62.95 | 600 pp | 978-1-4331-0688-0
HC | $189.95 | 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, feminism, 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.

Sexualities in Education
A Reader
Edited by Erica R. Meiners & Therese Quinn
PB | $49.95 | 448 pp | 978-1-4331-0636-1
HC | $149.95 | 978-1-4331-0637-8
Counterpoints; vol.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.

Transformative Leadership
A Reader
Edited by Carolyn M. Shields
PB | $54.95 | 408 pp | 978-1-4331-1309-3
HC | $189.95 | 978-1-4331-1310-9
Counterpoints; vol.409
This important, timely, and thought-provoking reader is a collection of original chapters by authors from five different countries, each of whom explores a facet of transformative leadership. Transformative leadership is fundamentally a critical approach to leadership that goes well beyond the tenets of most current leadership theories to focus on social transformation as the basis for both individual and collective achievement. The text clarifies and elaborates the concept, linking it to other theories including ways of thinking about curriculum and pedagogy to prepare leaders for a more transformative role.

Character and Moral Education
A Reader
Edited by Joseph L. DeVitis & Tianlong Yu
PB | $54.95 | 440 pp | 978-1-4331-1099-3
HC | $149.95 | 978-1-4331-1100-6
Character and Moral Education: A Reader seeks to re-introduce and revivify the moral mission of education in public conversation and practices in America’s schools. With contributions from a prominent array of scholars and practitioners, the book critically analyzes moral education, broadly defined as both an academic field that attempts to develop moral human beings, and as a principled discourse aimed at creating ethical educational policies and practices. With theoretical rigor and practical wisdom, this volume offers diverse and cutting-edge scholarship on character and moral education in 21st-century schools.

This timely and important book will appeal to all those concerned with both the ethical well-being of today’s students, and the school’s responsibility to prepare individuals to lead moral lives in the future.
Ideal for courses in Curriculum studies, Philosophy of education, Social foundations of education, Policy and school reform, and Citizenship and democratic education!
The content is culturally diverse and showcases the work of eminent scholars across the globe. Each chapter brings its own theoretical interpretation to this field of study and the book provides the reader with a plethora of models that extend our understanding of language attitudes. It is fitting that Cindy Gallois, who has incisively contributed to research on language attitudes over the past 30 years provides an epilogue on the current state of language attitudes research.

Communication Theory

Walter Lippmann
A Critical Introduction to Media and Communication Theory

By Sue Curry Jansen
PB | $36.95 | 186 pp | 978-1-4331-1136-5
HC | $139.95 | 978-1-4331-1137-2

A Critical Introduction to Media and Communication Theory; vol.5

Walter Lippmann has been widely misrepresented in media and communication scholarship. Classified as a utilitarian and characterized as an antidemocratic adversary of philosopher John Dewey in a legendary debate in the 1920s about the role of the public in modern democracies, Lippmann has been portrayed as the bête noir of the post-1980s revival of pragmatism and humanistic studies within the field. Consequently, his formative contributions to the field have not only been under-valued, but more importantly, the richness and continuing relevance of his generative work to the challenges of the twenty-first century are largely under-appreciated.

There are, however, some recent signs of the beginnings of a Lippmann renaissance. Focusing primarily on his early career when Lippmann directly addressed the challenges posed to democracy by the emergence of new communication technologies, this book is part of that renaissance. It presents a radical reconsideration of Lippmann’s thought and legacy and offers a broad-based introduction to his theories of mass communication. Arguing that he was a political ally rather than an adversary of Dewey as well as a humanist and a democrat, influenced by William James’ pragmatism and George Santayana’s critical realism, Jansen contends that Lippmann developed a fully formed social constructivism decades before Peter L. Berger and Thomas Luckman’s seminal 1966 treatise, The Social Construction of Reality. She boldly concludes that Lippmann deserves to be recognized as a founder of the field of media and communication research.

bell hooks
A Critical Introduction to Media and Communication Theory

By Catherine R. Squires
PB | $36.95 | 978-1-4331-1586-8
HC | 978-1-4331-1587-5

A Critical Introduction to Media and Communication Theory; vol.8

bell hooks’ writings have been touchstones for major debates in the “culture wars,” fostering insight into many central questions and challenges that confront environmental communicators. This holistic approach—from the practical to the theoretical and back to the practical—is designed to narrow the gap between research and application and provide insights to interested parties in both areas.

Environmental Communication

Talking Green
Exploring Contemporary Issues in Environmental Communications

Edited by Lee Ahern
& Denise Sevick Bortree
PB | $38.95 | 256 pp | 978-1-4331-1790-9
HC | $149.95 | 250 pp | 978-1-4331-1791-6

In Talking Green, leading communications researchers analyze and explore some of the dominant obstacles confronting environmental advocates. There is no one “right answer” to the question of environmental communications strategies and tactics, just as there is no one “environmental communications.” The wide range of interrelated issue areas that comprise environmentalism requires a wide range of approaches to audience research and campaign development and implementation. The goal of this book is to identify and explore some of the common questions and challenges that confront environmental communicators. This holistic approach—from the practical to the theoretical and back to the practical—is designed to narrow the gap between research and application and provide insights to interested parties in both areas.
Inspired by recent work in positive psychology, *Positive Communication in Health and Wellness* gives scholarly attention to what’s going right in people’s communication lives. The book harnesses a dispersed—but powerful—body of communication scholarship that has at its center a focus on building healthy communication contexts and generating wellness. By organizing and representing contemporary communication scholarship in the area of positive communication in health and wellness, the essays in this book will inspire collective action and further scholarship that highlights the potential for flourishing health, enhanced well-being, and greater human fulfillment through positive communication. This book will be useful in health communication courses as well as those in relational and organizational communication.

The study of health information seeking has become increasingly important in recent years due to the growing emphasis on the consumer/client relationship in the health arena. This trend implies a shift away from the development of health campaigns with one unitary message to a recognition that alternatives must be provided and options discussed. Indeed, health agencies are adopting the role of information-seeking facilitators through the creation of telephone services and sophisticated databases. A greater understanding of the public’s needs, especially why people seek information, may help us to accomplish the many behavioral changes that will lead toward decreases in morbidity and mortality and a more balanced approach to wellness and prevention. This is especially important in the context of the revolution in access to information brought about by the many recent advances in databases and telecommunication systems, perhaps best represented by the advent of the Internet. This book provides a comprehensive treatment of these issues appropriate for advanced undergraduate and graduate students, practitioners, and researchers.

Understanding and minimizing problematic relationships in the workplace are goals shared by those who work in and lead organizations as well as those who study organizations. This volume explores troublesome behaviors and patterns that shape relationships (e.g., hostility, bullying, incivility, and ostracism), presents insights gained from in-depth work on contexts and frameworks (e.g., telework, bureaucracies, cultural dimensions, and tokenism from a feminist perspective), and addresses the potential to restore these relationships to greater wellbeing (e.g., resilience, positive communication, civility, and forgiveness). Written by leading experts on problematic relationships in the workplace, this volume combines scholarship with applications that will be valuable in any organization. The new contributions in this second volume of *Problematic Relationships in the Workplace* extend the first volume’s work by exploring cutting-edge and emerging issues in the field.

The crisis of incivility plaguing today’s workplace calls for an approach to communication that restores respect and integrity to interpersonal encounters in organizational life. Professional civility is a communicative virtue that protects and promotes productivity, one’s place of employment, and persons with whom we carry out our tasks in the workplace. Drawn from the history of professions as dignified occupations providing valuable contributions to the human community, an understanding of civility as communicative virtue, and MacIntyre’s treatment of practices, professional civility supports the “practice” of professions as they are enacted in contemporary organizations. A communicative ethic of professional civility requires attentiveness to the task at hand, support of an organization’s mission, and appropriate relationships with others in the workplace. Professional civility fosters communicative habits of the heart that extend beyond the walls of the workplace, encouraging a return to the service ethic that remains an enduring legacy of the professions in the United States.
Communication Law

Regulating Social Media

Edited by Susan J. Drucker & Gary Gumpert

PB | $36.95 | 978-1-4331-1483-0
HC | $139.95 | 978-1-4331-1484-7

Communication Law; vol.2

Convergence, participatory culture, multimedia technologies, and social media platforms are creating new communicative opportunities fundamentally influencing citizenship and journalism. Social media present a staggering breadth of legal and ethical matters to consider. The limits and laws of free expression in this new media landscape are beginning to emerge both domestically and internationally such as: How do we conceive of privacy? Should the law protect citizen journalists? How do social media affect ethical obligations of journalists and public relations professionals?

These are just a few of the issues raised by the new social media landscape. Myriad standards of professional ethics command compliance in order for various media industries to function. Scholarly examination of social media has not yet focused on the rights of expression and ethical obligations of the new media environment.

This volume will address the scope and nature of this newly developing environment of expression with chapter topics ranging from privacy, cyber-bullying, and harassment to defamation, intellectual property rights and online safety.

Political Communication

Invincible Ignorance in American Foreign Policy

The Triumph of Ideology over Evidence

By Robert P. Newman

PB | 978-1-4331-2132-6
HC | 978-1-4331-2133-3

Frontiers in Political Communication; v. 26

This book is a review of major post-World War II American foreign policy decisions made by authorities who were blinded by ideology. In each of the nine situations examined, accurate evidence was available and even known to many of the decision makers, but chauvinism, anti-Communism, or willful left-wing or right-wing ideological predilections carried the day. In the Preface, Newman takes as his guiding light the words of Corey Robin: “The 20th century, it’s said, taught us a simple lesson about politics: of all the motivations for political action, none is as lethal as ideology. The lust for money may be distasteful, the desire for power ignoble, but neither will drive its devotees to the criminal excess of an idea on the march.”

The analytical-critical essays comprising this volume sweep across the post-war period, from the Hiroshima decision through Bush and Iraq. Along the way, Newman examines the “loss” of China, the December panic of 1950 over Korea, McCarthyism, regime change in Iran orchestrated by John Foster Dulles, the Bay of Pigs, Vietnam, and the Iran/Contra affair. Government documents, scholarly analyses, and Newman’s own acerbic arguments both entertain and inform readers.

Covering America’s Courts

A Clash of Rights

By Toni Locy

PB | $36.95 | 978-1-4331-1449-6
HC | $139.95 | 978-1-4331-1450-2

America is a nation obsessed with crime and the law. We are devoted viewers of “Law and Order,” “CSI” and other cops-and-robbers television shows. When we slip and fall in the grocery store, we sue. When we cannot agree on what society should value, from gay rights to the rights of women to choose whether to have a baby, we turn to the courts to solve our moral conundrums. The law has permeated American life so thoroughly that knowledge of the courts and legal principles is essential for all reporters, whether they want to cover sports, business, entertainment or politics.

With a specific, thorough and practical approach grounded in the author’s rich experience as a courts reporter, this textbook provides an engaging and accessible introduction to the American court system, its players, language and impact on the public. Written by a veteran newspaper reporter, the text provides students with the necessary skills and knowledge for covering this beat which include:

• Instruction on how to cover the courts and the law accurately, fairly and with healthy skepticism that is necessary in serving as a watchdog on the courts’ enormous powers and the impact they have on the American people;
• Advice on how to find stories in the courts and how to read legal documents and make sense of them in order to write accurate, fair, clear and compelling stories for mass audiences;
• Discussion of advances in technology that are changing the way stories are reported and delivered, as well as how to access electronic information maintained by the courts;
• Concrete examples, not merely theoretical discussions, provided throughout the text about what it is like to cover courts.

Offering a solid foundation and valuable resource to Covering America’s Courts, this text provides students, bloggers and citizen journalists with the background they need to walk into a courthouse anywhere in the country and report fairly, clearly and ethically about criminal and civil cases.

The Confederate Press in the Crucible of the American Civil War

By Debra Reddin van Tuyll

HC | $99.99 | 978-1-4331-1629-2

Mediating American History; vol.11

Previous histories of the press in the American Civil War have focused on how journalists covered its military operations. Taking a cultural approach this book is unique in its focus on the press as a social, political, and economic institution that both shaped and was shaped by the Confederacy’s experience in the Civil War. It expertly documents how the press changed, how it stayed the same, and how it evolved by examining the role of the press in...
Confederate society, social and demographic characteristics of journalists and their audiences, legal regulation of the industry, and how the war influenced the business side of journalism as well as the editorial.

The experience of the Confederate press is a prime opportunity to study how a domestic war affects the American press. By examining the actors as well as the roles, it is possible to draw a more complete picture of the place of the press in the Confederacy and how the war influenced Southern newspapers.

Now in Paperback!

The Origins of Television News in America

The Visualizers of CBS in the 1940s

By Mike Conway

PB | $39.95 | 410 pp | 978-1-4331-2183-8

Mediating American History; vol.7

This is the first in-depth look at the development of the television newscast, the most popular source of news for over forty-five years.

During the 1940s, most journalists ignored or dismissed television, leaving the challenge to a small group of people working above New York City’s Grand Central Terminal. Without the pressures of ratings, sponsors, company oversight, or many viewers, the group refused to recreate newspapers, radio, or newsreels on the new medium. They experimented, argued, tested, and eventually settled on a format to exploit television’s strengths. This book documents that process, challenging common myths—including the importance of a popular anchor, and television’s inability to communicate non-visual stories—and crediting those whose work was critical in the formation of television as a news format, and illustrating the pressures and professional roadblocks facing those who dare question journalistic traditions of any era.

Media Interventions

Edited by Kevin Howley

PB | 978-1-4331-1210-2

HC | 978-1-4331-1211-9

This collection of essays, the first book-length treatment of its kind, explicates the concept of “media interventions” herein defined as activities and projects that secure, exercise, challenge or acquire media power for tactical and strategic action. Drawing on insights from media, communication and cultural studies, contributors offer penetrating analyses of media interventions in a variety of social, political, and cultural settings from culture jamming and DIY media, to public relations campaigns and reality television shows. In doing so, the volume develops an analytical framework for examining the complex and contradictory operation of media power in contemporary society.

Aiming to provide a more nuanced and comprehensive understanding of the uneven, fluid and heterogeneous operation of media power, this volume breaks new ground on the theory and practice of media interventions as well as contributing to, and stimulating the development of a productive line of inquiry into the study of media interventions.

New Media

Millennials, News, and Social Media

Is News Engagement a Thing of the Past?

By Paula M. Poindexter

PB | $37.95 | 232 pp | 978-1-4331-1497-7

HC | $149.95 | 978-1-4331-1498-4

Why doesn’t the Millennial Generation embrace news as its grandparents’ generation did? Who or what is responsible for the rejection of news by this generation born between the early 1980s and late 1990s? Is Millennial enthusiasm for social media related to a lack of affection for news? Is it too late to transform Millennials into consumers of news? Using never-before-published survey data on attitudes toward news and social media use as well as scholarly reports, public opinion polls, news stories, and observations from journalists, academics, and professionals, Millennials, News, and Social Media: Is News Engagement a Thing of the Past? answers these questions and much more—from the rarely expressed Millennial point of view.

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.

The Unconnected

Social Justice, Participation and Engagement in the Information Society

Edited by Paul M.A. Baker, Jarice Hanson & Jeremy Hunsinger

PB | $36.95 | 978-1-4331-1143-3

HC | $139.95 | 978-1-4331-1142-6

Digital Formations; vol.69

Despite advances made by improvements to those affected by the digital divide, there are still many who remain “unconnected” in today’s world. This volume examines the problems of addressing the digital divide by closely examining those people who remain unconnected—the untouched or untouched within the information society. Some remain untouched because of access or ability issues that also reflect race, disability, class, geography, and socio-economic status, but others may be prevented from participation by factors of religion, language, philosophy, culture, or simply disinterest. With noted experts from communication, public policy, civic engagement, urban planning, and political science, the authors collectively examine the social, economic, and political contexts of the failure to reach the unconnected, and the importance of including these people in a dynamic, engaged civic democracy.
Produsing Theory in a Digital World
The Intersection of Audiences and Production in Contemporary Theory
Edited by Rebecca Ann Lind

PB | $37.95 | 224 pp | 978-1-4331-1520-2
HC | $139.95 | 978-1-4331-1520-2

Digital Formations; vol.80

The netted human we may call Homo Irretitus resides in a space made possible by technologies frequently referred to as new media, social media, emerging media, and Web 2.0. Traditional conceptualizations of audiences and producers are shifting so the very making of our social practices, spaces, and contexts in this brave new world of the World Wide Web, the work of Homo Irretitus in this intersectional space, must be interrogated. If we are to understand this space, we should approach it from varied vantage points. This book gathers scholars from both within and external to the core of new media studies, each of whom applies a unique theoretical perspective to the intersection of audience and production in the space enabled by emerging communications technologies. In doing so they help shed light on a variety of tensions evident in the new digital spaces in which we create and recreate (and often produce) so much of our lives, our identities, and our selves.

Digital Ethics Research and Practice
Edited by Don Heider & Adrienne L. Massanari

PB | $38.95 | 254 pp | 978-1-4331-1895-1
HC | $139.95 | 978-1-4331-1896-8

Digital Formations; vol.85

In a digital age of perceived anonymity and diminishing face-to-face contact what does it mean to be true to thyself? Has the internet given us license to be false to others, without consequence? Technology has given us capabilities we previously did not have and changed the way we think about time and space.

Although research is now being done on many aspects of the interplay between humans and technology, there currently exists a vacuum regarding behavior and usage of technology. This edited volume contains some of the best research on digital ethics from authors in communication, law, information studies, education, philosophy, political science, computer science, and business on topics that range from sexting to piracy.

This groundbreaking volume contributes to the growing body of knowledge in this area and provides a much-needed resource for scholars and teachers interested in exploring ethics in this new digital world.

The Permanent Campaign
New Media, New Politics
By Greg Elmer, Ganaele Langlois & Fenwick McKelvey

PB | $37.95 | 154 pp | 978-1-4331-1593-6
HC | $139.95 | 978-1-4331-1606-3

Digital Formations; vol.81

From the social media–based 2008 Obama election campaign to the civic protest and political revolutions of the 2011 Arab Spring, the past few years have been marked by a widespread and complex shift in the political landscape, as the rise of participatory platforms—such as YouTube, Twitter, Facebook, and blogs—have multiplied the venues for political communication and activism.

This book explores the emergence of a permanent campaign—the need for constant readiness—on networked communication platforms, focusing on political moments, crises and elections in Canada, the U.S.A., and Australia. The book chapters investigate the proliferation of new political actors and communicators: political bloggers, advocacy groups, diverse publics, and political party staff as they engage in political maneuvers across participatory platforms. With in-depth analyses of some of the most well-known participatory media today, this book offers a critical assessment of the constant efforts at managing the plurality of voices that characterize contemporary politics.

New Noise
A Cultural Sociology of Digital Disruption
By Simon Lindgren

PB | $36.95 | 978-1-4331-1994-1
HC | $129.95 | 978-1-4331-1995-8

Digital Formations; vol.88

This book is about online subcultures thriving in the border zones between pop cultural and political engagement. Combining classic theories of space, power and resistance with current case studies of digital piracy, online activism and remix culture, the book will develop a cultural theory of social movements in the digital age.

Old New Media
From Oral to Virtual Environments
By Paul Grosswiler

PB | $36.95 | 978-1-4331-1584-4
HC | $139.95 | 978-1-4331-1585-1

Old New Media examines how the introduction of a new medium threatens those accustomed to the old media environment.

Taking a media ecology perspective to examine the historical transitions from oral to literate, print, electronic and virtual media environments, the book includes theoretical chapters and case studies in five areas: media ecology; critical media theory; freedom of expression; Eastern thought; and the body and the media environment.

The book argues against the “newness” of each new medium, which is often associated with unprecedented technological change, stating that the patterns of change identified with the most recent smartphone or computer are related to the patterns of change in human perception and social affairs that accompany the electronic media environment. It cautions against condemning the new medium with technological horror as the cause of all of our problems or celebrating it as the technological sublime that will cure all our social ills. If we are aware that media are extensions of the human, we can overcome the alienation and shock they cause, and be sensitive to the fluid boundaries between the human and the technological. The book ends by discussing how new media environments disrupt the balance in our lives and suggests strategies to help restore that balance.
The Essential Guide for 21st Century Public Relations!

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.

Ideal for courses in mobile communication and media and interactive telecommunications and media.
how do these relate to the global-local dialectic in youth media practices? The book reveals that young people produce media forms that are not only bracing critiques of adult-centered conceptions of citizenship, civil society, and public sphere, but present concrete practical elaborations of the various notions.

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.

Deconstructing Twilight
Psychological and Feminist Perspectives on the Series
By Donna M. Ashcraft
PB | 978-1-4331-1638-4

Using feminist and psychological theory Deconstructing Twilight examines the behavior, relationships and gender roles depicted in the popular Twilight series. Through an examination of the perspectives of both fans of the series and anti-fans, it discusses whether Bella and the series in general, is antifeminist or an example of modern feminism, and whether the relationship between Bella and Edward is healthy or maladjusted. Integrating research findings and theories in the areas of personality and social psychology, as well as scenes from the novels and surveys of readers, Deconstructing Twilight separates myth from reality regarding the series’ depictions of women, men, romantic relationships and motherhood. A social learning perspective is employed to demonstrate the effect the novels can have on gender role formation and the development of relationship scripts in young adult readers. Social psychological concepts are used to explain and integrate the discrepant views of fans and anti-fans.

Deconstructing Twilight encourages student engagement, understanding, and learning in the areas of Women and Gender Studies, Psychology, and Interpersonal Relationships because explaining course concepts through the use of scenes and storylines from the Twilight series seizes students’ interest and fosters in-depth learning. Its interdisciplinary approach will be of interest to instructors of Introduction to Women and Gender Studies, Personality Psychology, Social Psychology, Psychology of Adjustment, Psychology of Women, Women in Literature, Abnormal Psychology, Intimate Relationships and Cultural Studies courses.
Award Winners

2012

John A. Beineke
Teaching History to Adolescents: A Quest for Relevance.
978-1-4331-1095-5 (2011)
AESA 2012 Critics’ Choice Award

Joseph L. DeVitis and Tianlong Yu, eds.
Character and Moral Education: A Reader.
978-1-4331-1099-3 (2011)
AESA 2012 Critics’ Choice Award

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978-1-4331-1216-4 (2011)
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School Food Politics: The Complex Ecology of Hunger and Feeding in Schools Around the World
978-1-4331-1307-9 (2011)
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978-1-4331-1243-0 (2011)
AESA 2012 Critics’ Choice Award

Shirley R. Steinberg and Gaile S. Cannella, eds.
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978-1-4331-0688-0 (2012)
AESA 2012 Critics’ Choice Award

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## Author Index

<table>
<thead>
<tr>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdi, Ali A</td>
<td>4</td>
</tr>
<tr>
<td>Ahern, Lee</td>
<td>14</td>
</tr>
<tr>
<td>Alexander, Bryant Keith</td>
<td>2</td>
</tr>
<tr>
<td>Andrews, Dorinda Carter</td>
<td>2</td>
</tr>
<tr>
<td>Arceneaux, Noah</td>
<td>19</td>
</tr>
<tr>
<td>Arnett, Ronald C</td>
<td>12</td>
</tr>
<tr>
<td>Ashcraft, Donna M</td>
<td>20</td>
</tr>
<tr>
<td>Asthana, Sanjay</td>
<td>20</td>
</tr>
<tr>
<td>Ávila, Julianna</td>
<td>12</td>
</tr>
<tr>
<td>Babcock, Rebecca Day</td>
<td>7</td>
</tr>
<tr>
<td>Baker, Paul M.A.</td>
<td>17</td>
</tr>
<tr>
<td>Banks, Cerri A</td>
<td>8</td>
</tr>
<tr>
<td>Barge, Kevin</td>
<td>12</td>
</tr>
<tr>
<td>Barnes, Susan B</td>
<td>19</td>
</tr>
<tr>
<td>Bentley, Judy K.C.</td>
<td>10</td>
</tr>
<tr>
<td>Bortree, Denise Sevick</td>
<td>14</td>
</tr>
<tr>
<td>Brock, Rochelle</td>
<td>10</td>
</tr>
<tr>
<td>Brown II, M. Christopher</td>
<td>3</td>
</tr>
<tr>
<td>Brown, Ruth Nicole</td>
<td>10</td>
</tr>
<tr>
<td>Buechley, Leah</td>
<td>12</td>
</tr>
<tr>
<td>Cannella, Gaile S</td>
<td>13</td>
</tr>
<tr>
<td>Carr, Paul R</td>
<td>4</td>
</tr>
<tr>
<td>Carspecken, Lucinda</td>
<td>4</td>
</tr>
<tr>
<td>Carspecken, Phil Francis</td>
<td>4</td>
</tr>
<tr>
<td>Case, Donald O</td>
<td>15</td>
</tr>
<tr>
<td>Chambers, Cynthia M</td>
<td>6</td>
</tr>
<tr>
<td>Chen, Yun-shiuin (Viola)</td>
<td>9</td>
</tr>
<tr>
<td>Conway, Mike</td>
<td>17</td>
</tr>
<tr>
<td>Cooley, Van</td>
<td>7</td>
</tr>
<tr>
<td>Curry Jansen, Sue</td>
<td>14</td>
</tr>
<tr>
<td>Dancy II, T. Elon</td>
<td>3</td>
</tr>
<tr>
<td>Daughrity, Dyron B.</td>
<td>11</td>
</tr>
<tr>
<td>Davis, James Earl</td>
<td>3</td>
</tr>
<tr>
<td>Deckman, Melissa</td>
<td>11</td>
</tr>
<tr>
<td>Dennis, Barbara</td>
<td>4</td>
</tr>
<tr>
<td>DeVitis, Joseph L</td>
<td>8, 13</td>
</tr>
<tr>
<td>Diniz-Pereira, Júlio Emílio</td>
<td>5</td>
</tr>
<tr>
<td>Drucker, Susan J.</td>
<td>16</td>
</tr>
<tr>
<td>Duhé, Sandra</td>
<td>19</td>
</tr>
<tr>
<td>Dunbar, Denise Helen</td>
<td>2</td>
</tr>
<tr>
<td>Duncan, Janet M.</td>
<td>10</td>
</tr>
<tr>
<td>Eisenberg, Michael</td>
<td>12</td>
</tr>
<tr>
<td>Elmer, Greg</td>
<td>16, 18</td>
</tr>
<tr>
<td>Evans, Tina Lynn</td>
<td>9</td>
</tr>
<tr>
<td>Fitzpatrick, Katie</td>
<td>5</td>
</tr>
<tr>
<td>Frick, William C.</td>
<td>8</td>
</tr>
<tr>
<td>Fritz, Janie M. Harden</td>
<td>15</td>
</tr>
<tr>
<td>Frymer, Benjamin</td>
<td>11</td>
</tr>
<tr>
<td>Garb, Jonathan</td>
<td>11</td>
</tr>
<tr>
<td>Giles, Howard</td>
<td>14</td>
</tr>
<tr>
<td>Goff, Courtney</td>
<td>7</td>
</tr>
<tr>
<td>Goldsby, William</td>
<td>2</td>
</tr>
<tr>
<td>Goodman, Greg</td>
<td>10</td>
</tr>
<tr>
<td>Grosswiler, Paul</td>
<td>18</td>
</tr>
<tr>
<td>Gumpert, Gary</td>
<td>16</td>
</tr>
<tr>
<td>Halvorsen, Anne-Lise</td>
<td>9</td>
</tr>
<tr>
<td>Hanson, Jarice</td>
<td>17</td>
</tr>
<tr>
<td>Harushimana, Immaculée</td>
<td>3</td>
</tr>
<tr>
<td>Hasebe-Ludt, Erika</td>
<td>6</td>
</tr>
<tr>
<td>Heider, Don</td>
<td>18</td>
</tr>
<tr>
<td>Holba, Annette M.</td>
<td>12</td>
</tr>
<tr>
<td>Howley, Kevin</td>
<td>17</td>
</tr>
<tr>
<td>Hunsinger, Jeremy</td>
<td>17</td>
</tr>
<tr>
<td>Ikepeze, Chinwe</td>
<td>3</td>
</tr>
<tr>
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