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Fall 2013

Dear Friends and Colleagues,

The start of a new academic year is both an exciting and challenging time. As it is on campus, so it is in publishing. We get to see the result of the last year’s efforts as our books are adopted in classrooms everywhere. It’s now safe to say that it was a very successful start to the new year. Here is the latest catalogue for trade academic titles and textbooks in our four major areas of concentration: Education; Media and Communication; Black Studies; and Diversity.

As you probably know, our award-winning Education list continues to grow and to influence schools of education and teacher leadership. Our Readers are especially popular adoptions for preparing pre-service teachers for their classroom experiences. The following pages detail our newest titles but we also have a rich backlist of classic volumes, which can be viewed on our website.

To highlight just two of our new Media and Communication titles, we are pleased to announce the publication of Jim Macnamara’s second edition of The 21st Century Media (R)evolution: Emergent Communication Practices and Lance Strate’s Amazing Ourselves to Death: Neil Postman’s Brave New World Revisited, a reexamination of Postman’s most popular work, Amusing Ourselves to Death.

Our Black Studies list is an amazing success story. Started in 2009, it has grown to include over 30 published titles that are garnering recognition among scholars and awards committees. The list is comprised of 9 series, with topics ranging from LGBT to Black history to leadership studies. We hope to influence the teaching of Black Studies around the globe with the titles that we’re producing.

Our Diversity list is becoming more, well, diverse, with the expansion of our Latino/a offerings through Critical Studies of Latinos/as in the Americas. In addition, we have published many excellent books in Whiteness Studies and in Gender and Sexualities. Our Diversity editor, Shirley Steinberg, has matched up great writing talent with great series editors.

I feel that it is worth repeating the message from previous editions of this catalogue: the quality of the books that we publish is exceptional and the importance of the content is unsurpassed. We remain committed to the major themes of our program and we hope that you share our values.

Hope to see you at one of the upcoming major conferences. Perhaps it will afford you the opportunity to discuss a potential publishing project with one of our editors. I wish you a healthy and productive academic year.

Best wishes,

Chris Myers
Managing Director
chrism@plang.com
Diaspora Studies in Education

Toward a Framework for Understanding the Experiences of Transnational Communities

By Rosalie Rolón-Dow & Jason G. Irizarry

PB | 978-1-4331-1838-8
HC | 978-1-4331-1839-5

Critical Studies of Latino/as in the Americas; v. 2

The Latino/a diaspora, described as a quantifiable group of people, is undoubtedly transforming the demographics and cultural geographies of the United States. This book advances an active use of the concept of diaspora, focusing on processes that impact the diasporization of the Latino/a population, and more specifically, examining those diasporization processes in the arena of education. Diaspora as a concept and process helps focus attention on the ways that migrants shape transnational lives in-between and across national borders, the ways they negotiate hybrid identity formations across generations and multiple geographic locations, and the ways they struggle for social inclusion, belonging and expanded citizenship rights. Focusing on the education of Puerto Ricans, the second largest Latino/a subgroup, the authors of this edited volume elucidate themes that are useful not only for those concerned with the education of Puerto Rican youth but also applicable to the study of other diasporic communities who are impacted by life in-between and across national and cultural boundaries and by the struggle to belong and be educated in a wide range of communities.

» Ideal for: undergraduate and graduate level courses, including fundations of education, multicultural education, anthropology of education and introductory courses in Latino and Ethnic studies departments.

Diversity: Latino/as Studies | Diversity: Gender Studies | Diversity: Studies in Education | Diversity: Race and Ethnicity

Diversity: Gender Studies

The Gay Agenda

Claiming Space, Identity, and Justice

Edited by Gerald Walton

PB | 978-1-4331-1836-4
HC | 978-1-4331-1837-1
eB | 978-1-4539-1175-4

Counterpoints: Studies in the Postmodern Theory of Education; v. 437

The "gay agenda" is a rhetorical strategy deployed by the religious right and other social conservatives to magnify fear and hostility of queers. Queers are accused, among other things, of strategizing to recruit children into sexually deviant lifestyles; dismantling family and marriage as cornerstones of civilization; and forcing the entertainment industry and court systems to do their bidding. Queers certainly do have an agenda but it is not the one that the religious right claims it is. It is to assert their presence in the public space; claim and name their identities; and strategize for social justice in law, schools, and workplaces. The Gay Agenda: Claiming Space, Identity, and Justice claims and reclaims the language of "agenda" and turns the rhetoric of the religious right on its ear. Nineteen contributors provide insightful and sharp commentary on gay agendas for human rights, marriage and family, cultural influences, schooling and education, and politics and law.

» Ideal for: courses in social justice education, gender studies and the sociology and philosophy of education, queer theory, social and cultural foundations of education, and educational policy studies.

Supporting Transgender and Gender Creative Youth

Schools, Families, and Communities in Action

Edited by Elizabeth Meyer & Annie Pullen Sansfaçon

PB | 978-1-4331-2209-5
HC | 978-1-4331-2210-1

despite the fact that a wave of national and international media reports are highlighting an increasing number of young children who do not identify with the sex they were assigned at birth, there are very few resources that support families, educators and other professionals interested in creating safer inclusive spaces for these youth. Further, there is very little research to draw on to inform the development of resources. This book is an edited collection of groundbreaking research and practice for families, educators, community groups and clinicians interested in better understanding and supporting gender creative and transgender youth. Education and Advocacy for Gender Creative Kids provides a compilation of innovative practices and research based on affirmative approaches to working with transgender and gender creative youth in order to create environments that will promote the healthy development of gender creative and transgender youth at homes, in schools, and in their communities.

» Ideal for: undergraduate and graduate courses in gender studies, sexual ity education, queer theory, social and cultural foundations of education, curriculum studies, diversity and social justice education, and educational policy studies, social work, counseling, and political science.

Engaging Culture, Race and Spirituality

New Visions

Edited by Cynthia B. Dillard & Chinwe L. Ezueh Okpalaoka

PB | US $40.95 € 25.00 £ 31.50 * 33.70 €** 34.70 SFR 38.00 | 232 pp | 978-1-4331-2327-6
HC | US $149.95 € 92.00 £ 115.35 | €** 123.40 €** 126.90 SFR 139.00 | 978-1-4331-2328-3

Counterpoints: Studies in the Postmodern Theory of Education; v. 454

Engaging Culture, Race and Spirituality addresses a critical question rarely addressed in our conversations and the literature about race, culture and diversity: How might spirituality and our inner lives matter in teaching and teacher education that explicitly engages and addresses race and culture? In ways explicit and embodied, this book focuses on how engaging spirituality and the inner life can serve as radical intervention in our dialogues about race and culture in education. Gathered together are the voices of emerging young scholars whose thinking and research explicitly marshal theories of spirituality as critical interventions in their dialogues and discourses about culture and race in teaching and teacher education. Each chapter is followed by a scholar-visions who points to ways for
This volume is about the education of gender and sexualities, which is to say it explores how gender and sexuality identities and differences get constructed through the process of education and “schooling.” Wittingly or not, educational institutions and educators play an important role in “normalizing” gender and sexuality differences by disciplining, regulating, and producing differences in ways that are “intelligible” within the dominant or hegemonic culture. To make gender and sexuality identities and differences intelligible through education is to understand them through the logic of separable binary oppositions (man-woman, straight-gay), and to valorize and privilege one normalized identity within each binary man, straight) and simultaneously stigmatize and marginalize the “other” identity (woman, gay). Educational institutions have been set up to normalize the construction of gender and sexual identities in these ways, and this is both the overt and “hidden” curriculum of schooling. At the same time, the “postmodern” times in which we live are characterized by a proliferating of differences so that the binary oppositional borders that have been maintained and policed through schooling, and that are central to maintaining highly inequitable power relations and rigid gender roles, are being challenged, resisted, and in other ways profoundly destabilized by young people today.
The Time is Now
Understanding and Responding to the Black and Latina/o Dropout Crisis in the U.S.
By Louie F. Rodriguez
PB | 978-1-4331-2373-3
HC | 978-1-4331-2374-0

The fact that 30% of all high school students and 50% of African American, Latina/o, and Native American students fail to graduate from high school is grounds for alarm in the United States. *The Time is Now* argues that understanding and responding to the dropout crisis facing the U.S. has overlooked one major element—school culture. Using the PUEDES Approach as an analytical framework, this book highlights how schools indeed matter and in fact hold many of the solutions that contribute to student engagement and disengagement in school, particularly among low-income students of color. Drawing on more than 10 years of school-based research in Boston, Miami, and Southern California, a 10-Point Plan is proposed. The book provides a practical theory of action aimed at challenging the ways schools and communities work together to transform education practice, policy, and ultimately student engagement and achievement, particularly among Black and Latina/o students across the U.S.

**Ideal for:** undergraduate and graduate courses in social and cultural foundations, multicultural education, urban education, diversity in education, and graduate courses in introduction/advanced qualitative research, equity and diversity in education, urban education courses, and educational policy courses.

"When Race Breaks Out"
Conversations about Race and Racism in College Classrooms—2nd Revised Edition
By Helen Fox
PB | 978-1-4331-2484-6

"When Race Breaks Out", Second Revised Edition, is a guide for instructors who want to promote more honest and informed conversations about race and racism. Based on the author’s personal practice and interviews with students and faculty from a variety of disciplines, this book combines personal memoirs, advice, teaching ideas, and lively stories from college classrooms. A unique insider’s guide to the main ideas, definitions, and opinions about race helps instructors answer students’ questions and anticipate their reactions, both to the material and to each other. An updated annotated bibliography of over 250 articles, books, and videos with recommendations for classroom use is included.

**Ideal for:** undergraduate and graduate courses in diversity in education and equity, multicultural education, and teaching social justice.

The Pathologizing and Complicity of "Brown Boys"
"Minoritized High School Students in Danger (working title)
By Anish Sayani
PB | 978-1-4331-1933-0
HC | 978-1-4331-1934-7

"Minoritized High School Students in Danger" interrogates how the educators and educational leaders of one secondary school in North America pathologize the lived experiences of South Asian boys or “Brown boys” and how they engage in deficit theorizing discourses and practices. It shows how the "Brown boys"—a contested term that the author examines extensively—are complicit in this treatment of their own identities, which among other detrimental effects, exacerbates their disaffection and failure at school. This book provides all educators and educational leaders alternative pedagogical, institutional, and relational approaches to not only understand the schooling experiences of disaffected South Asian male students, but to mitigate the schooling factors that may exacerbate the disaffection of all minoritized students.

**Ideal for:** courses in social justice, multicultural education, gender studies, pedagogy, and sociology of education.
drop off the science map in high school. It constructs a story about the map, which includes exits and entrances and turns. This phenomenon was influenced by cultural and socio-economic issues; class, race relations and racial biases; geography and most important, opportunities and serendipity. None of the roads were smooth as these African American women followed in the footsteps of those who had gone before them. It is critical for young African American female students to know that they have a passion and sense of curiosity befitting a future scientist. The stories of these women serve as a model for the way families, teachers, counselors, community activists and policy makers can participate in developing a new generation of African American female scientists.

**Ideal for:** courses in cultural studies, gender studies, African American studies, and social justice.

### Say It Loud

Black Studies, Its Students, and Racialized Collegiate Culture

By Regina A. Bernard-Carreño

**PB** | 978-1-4331-1582-0

**HC** | 978-1-4331-1583-7

Black Studies and Critical Thinking; v. 32

Say It Loud: Black Students and Collegiate Culture pays homage to the earliest Black Studies programs in the United States, particularly to those programs that spawned from strong pedagogical, revolutionary social movements, and student-based organic and traditional academic practices. Brieﬂy presenting a look at the rich history of the birth of what became a student-led movement for social and intellectual change, Say It Loud considers the various plights of Black Studies programs today, and the way in which students have been cheated out of the revolutionary academic practices of their predecessors. The book also offers many examples of how Black Studies programs can once again take a student-centered approach, one that wishes to seek change not solely for Black students, but for everyone who believes in change at larger, deeper, and more personally-connected levels of learning.

**Ideal for:** courses in African American studies, multicultural education, and the history of education.

### The (Re-)Making of a Black American

Tracing the Racial and Ethnic Socialization of Black Immigrant Youth from the Caribbean

By Chonka Coleman-King

**PB** | 978-1-4331-2073-2

**HC** | 978-1-4331-2074-9

Black Studies and Critical Thinking; v. 51

Historically, Blacks in the United States have been treated as a homogenous group with little regard for distinctions in ethnicity and immigrant status. However, the growing number of Black immigrants to the U.S. and their location at the crux of immigrant opportunity and racial barriers has prompted increased interest in the group’s integration experiences. Grounded in critical race theory and the notion that racism is an inescapable marker of the Black experiences in the U.S., The (Re-)Making of a Black American explores the ways children of Black immigrants from the English-speaking Caribbean come to understand their racial and ethnic identities given the socialization messages they receive from parents and experience with institutionalized racial and racial hierarchies in a U.S. middle school. This book highlights the contradictions between parental and school socialization messages and the struggle that ensues as Caribbean American youth are forcibly (re-)made into a specific brand of Black Americans.

**Ideal for:** an advanced undergraduate or graduate course in education, psychology and human development, Black studies, or anthropology.

### (Im)migrations, Relations and Identities

Negotiating Cultural Memory, Diaspora, and African(American) Identities

By Chinwe L. Ezueh Okpalaoka

**PB** | 978-1-4331-2225-5

**HC** | 978-1-4331-2226-2

Black Studies and Critical Thinking; v. 54

The movement and dispersion of African descendant peoples around the globe has been historically rooted in struggle and oppression. Whether through slavery, colonialism or the economic fallout of both, they are always in a state of renegotiating and recreating identities wherever they have found themselves in the Diaspora. In their displacement, contestations have arisen about which groups can lay the most legitimate claim to the continent of Africa. The issues that arise include naming (the names we bear and naming the feminist spirit in which Black women do work on behalf of each other), African identities (who is really an African?), cultural memory (how do the ways we remember and the things we remember shape who we are as African ascendant people?), and what methodologies best serve the work we do on behalf of African people. (Im)migrations, Relations and Identities thoughtfully researches and discusses these issues.

**Ideal for:** undergraduate and graduate level courses in introductory and advanced qualitative research and qualitative research methodology.

### Black Queer Identity Matrix

Towards An Integrated Queer of Color Framework

By Sheena C. Howard

**PB** | 978-1-4331-2232-3

**HC** | 978-1-4331-2233-0

Black Studies and Critical Thinking; v. 56

The purpose of this volume is to launch the first full discussion of the need for a queer of color conceptual framework around Black, lesbian female identity. Specifically, this volume addresses the necessity for a more integrated framework within queer studies, in which the variables of race/ethnicity are taken into consideration. This volume is unique in that it highlights a triple jeopardy minority group that has been historically marginalized and concludes with the proposal of a much-needed framework for researchers to begin to create a baseline of knowledge/research under the umbrella of the Black Queer Identity Matrix.

**Ideal for:** upper level and graduate courses in intercultural communication, LGBT psychology, LGBT communication, African American communication, sexual minority research and communication theory.

### Research Methods in Africana Studies

By Serie McDougal, III

**PB** | 978-1-4331-2460-0

**HC** | 978-1-4331-2461-7

Black Studies and Critical Thinking; v. 64

Research Methods in Africana Studies is a major contribution to the discipline of Africana Studies and social science involving people of African descent in general. This volume is the first of its kind, offering instruction on how to conduct culturally relevant critical research on Africana communities in the American context, in addition to the African diaspora. It contains a collection of the most widely used theories and paradigms designed for exploring, explaining, and advancing Africana communities through science. The relevance, strengths, and weaknesses of every major method of data collection are explained as they relate to the lived experiences of the Black world. It stands alone as the only textbook that details empirical methods in the service of the collective advancement of Africana peoples.

**Ideal for:** course in cultural studies, African American studies and research.

### CHILDHOOD

### Children’s Rights and Education

International Perspectives

Edited by Beth Blue Swadener, Laura Lundy, Janette Habashi & Natasha Blanchet-Cohen

**PB** | US $39.95 £ 25.00 € 30.75 * 32.90

**£** 33.80 SFR 37.00 | 286 pp | 978-1-4331-2121-0

**HC** | US $159.95 £ 98.00 € 123.05

**€** 131.70 **€** 135.40 SFR 148.00 | 978-1-4331-2122-7

Rethinking Childhood; v. 48

This book compares ways in which children’s rights in, to, and through education, formal and informal, are viewed and implemented in a variety of social and political contexts, aiming to shed light on how policies and practices...
Quality Rating and Improvement System for Early Care and Education
Development, Implementation, Evaluation and Learning
Edited by Jianping Shen & Xin Ma

PB | US $38.95 £ 24.00 € 29.95 €* 32.00
€** 32.90 SFR 36.00 | 218 pp |
978-1-4331-2085-5

HC | US $139.95 £ 86.00 € 107.65
€** 115.20 €** 118.40 SFR 130.00 |
978-1-4331-2086-2

Quality Rating Improvement System (QRIS) has gained national momentum. The authors first present a national scene of QRIS and then use Children’s Services Council of Palm Beach County as a case study to illustrate a number of things. First, they look at the logic model behind the QRIS. Next, they review the design and implementation of the QRIS in the context of partnership and systems thinking. Finally, they provide an evaluation design and findings. The book is useful for policy makers, administrators of early and education at various levels, researchers, and others who seek to improve early care and education.

» Ideal for: courses in early childhood education administration, educational change and improvement, evaluation or evaluation practicum, current issues in education current issues in early childhood education.

» Ideal for: scholars and students in the areas of childhood studies, childhood’s rights, comparative education, education policy studies, and would likely be a primary text for use in upper level undergraduate and graduate courses.

YOUTH STUDIES

Tweening the Girl
The Crystallization of the Tween Market
By Natalie Coutler

PB | US $36.95 £ 23.00 € 28.45 €* 30.40
€** 31.30 SFR 35.00 | 198 pp |
978-1-4331-2175-3

HC | US $139.95 £ 86.00 € 107.65
€** 115.20 €** 118.40 SFR 130.00 |
978-1-4331-2176-0

Mediated Youth; v. 20

Tweening the Girl, challenges the argument that the tween market began in the mid-1990s. It was actually during the 1980s that young girls were given the label, “tweens” and were heralded by marketers, and subsequently the news media, as one of “capitalism’s most valuable customers”. Tweening the Girl, expertly traces the emergence of tween during this era as she slowly became known to the consumer marketplace as a lucrative customer, market and audience. It clearly illustrates how ‘tweenhood’ which is often assumed to be a natural category of childhood is actually a product of the industries of the youth media marketplace that began to position the preteen girl as a separate market niche that is notched out of the transitory spaces between childhood and adolescence.

» Ideal for: gradate level courses on achievement in city schools, urban education, and poverty and education.

This book confronts one of the most enduring and controversial issues in education—the nexus between poverty and underachievement. The topic has become a key contemporary battleground in the struggle to raise standards. Living on the Edge maps and compares a number of competing explanations, critiques inadequate and deficit accounts, and offers a more convincing and useful theory. The authors challenge the view that problems can be fixed by discrete initiatives, which in many instances are deeply rooted in deficit views of youth, families and communities. The book systematically interrogates a range of explanations based outside as well as inside schools. It draws upon positive examples of schools which are succeeding in engaging marginalized young people, providing worthwhile forms of learning, and improving young lives. It is a ‘must read’ for anyone concerned about or implicated in the struggle for more socially just forms of education.

» Ideal for: graduate level courses on achievement in city schools, urban education, and poverty and education.

Can improve equal access to high quality education in an environment which is respectful of children’s rights. Chapters focus on understanding the opportunities for and challenges of addressing children’s rights to participation and to inclusion. Authors draw from a variety of disciplines, including critical and cultural studies of childhood, and bring internationally comparative policy perspectives to share nuanced and contrasting examples of ways in which a rights-based approach to education might empower children and youth. The book deepens and complicates research on children’s education rights, and will contribute to courses in comparative education, childhood studies, education policy, and children’s rights.

» Ideal for: policy, and children’s rights.

Order via our website: www.peterlang.com, email: CustomerService@plang.com, or phone: 1.800.770.5264 (in US) or 212.647.7706 (outside US)
Much of school reform during the past decade has been influenced by neoliberal and neoconservative economic and social policies and Rightist politics. While the authors of School Reform Critics do not abandon their own ideas about the need for progressive changes in K–12 schooling, they critique in specific ways the current so-called school reform movement, focusing on education in a democracy, contexts and policy implications, teachers and teacher education, and diversity and social justice. Their insightful chapters make a major contribution to our thoughtful consideration of where we are headed and in what direction we should be going if we seek to advance the public good, ensure a stronger democracy, and create more academically meaningful and equitable schools for all children. The book will especially engage readers in such courses as foundations of education, educational policy, curriculum studies, and teacher education.  

**Ideal for:** courses in foundations of education, educational policy, curriculum studies, and teacher education.

**Policing the Campus**  
Academic Repression, Surveillance, and the Occupy Movement  
Edited by Anthony J. Nocella II & David Gabbard  

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

**Ideal for:** courses in schools and society, peace studies, social movement theory, higher education policy, foundations of education, conflict studies, social justice, and more.

**Critical Animal Studies Reader**  
An Introduction to an Intersectional Social Justice Approach to Animal Liberation  
Edited by Anthony J. Nocella II & John Sorensen  

This is the first book to define the philosophical and practical parameters of Critical Animal Studies (CAS). Rooted in anarchist perspectives that oppose all systems of domination and authoritanism, CAS challenges anthropocentrism and presents animal liberation as a social justice movement that intersects with other movements for positive change. Written by a collection of internationally respected scholar-activists, each chapter expands upon the theory and practice underlying the total liberation approach, the roles of academics and activists, and the ten principles of CAS. With apolitical animal studies and exploitative animal research dominating higher education, this book offers a timely counter-narrative that demands the liberation of all oppressed beings and the environment. The Critical Animal Studies Reader will interest educators, students, activists, community members, and policy makers seeking accessible theory that can be put into action.

**Ideal for:** courses in sociology, critical animal studies, environmental ethics, philosophy, social philosophy, environmental studies, social justice, peace and conflict studies and environmental philosophy.

**Lorenzo Milani, The School of Barbiana and the Struggle for Social Justice**  
By Federico Batini, Peter Mayo & Alessio Sunan  

This book sheds light on the work of one of the 20th century’s foremost critical...
educators, the Italian Lorenzo Milani (1923-1967) on the 90th anniversary of his birth. It provides an exposition and critical analysis of the ideas contained in his writings, ideas that emerged from his experiences in two Tuscan localities. Milani and the School of Barbiana that he directed provide signposts for a critically and sociologically engaged pedagogy. Important themes include education and class politics; education and imperialism; education and the culture of militarization; the collective dimensions of learning and writing; peer tutoring; critical media literacy; and reading history against the grain. They are analyzed with reference to similar and contrasting ideas by other international educators, scholars and thinkers. As the book argues, Milani’s oeuvre contains important ingredients for a social justice oriented critical pedagogy. The spirit for this kind of pedagogical approach is captured in the School of Barbiana’s motto ‘I care.’

» Ideal for: courses in the history of education, critical pedagogy and social justice.

On Language, Democracy, and Social Justice
Noam Chomsky’s Critical Intervention

By Noam Chomsky & Pierre W. Orelus

PB | 978-1-4331-2447-1
HC | 978-1-4331-2448-8

Counterpoints: Studies in the Postmodern Theory of Education; v. 458

Every century has witnessed the birth of a few world-transcending intellectuals as well as talented emerging scholars. Noam Chomsky and Pierre Orelus, respectively, are no exception. Using dialogues exchanged over the course of nine years, combined with heartfelt, critical essays, Chomsky and Orelus analytically examine social justice issues, such as unbalanced relationships between dominant and subjugated languages, democratic schooling, neoliberalism, colonization, and the harmful effect of Western globalization on developing countries, particularly on the poor living in those countries. On Language, Democracy, and Social Justice offers a unique perspective on these issues. Educators and scholar-activists interested in challenging the long-standing status quo to inspire transformative social, educational, and political change must read this book.

» Ideal for: courses in social justice, democratic education, neoliberalism, education reform and globalization of education.

Success Academy
How Native American Students Prepare for College (and How Colleges Can Prepare for Them)

By MaryJo Benton Lee

PB | US$ 39.95 £ 25.00 € 30.75 €* 32.90
E** 33.80 SFR 37.00 | 202 pp | 978-1-4331-1642-1
HC | 978-1-4331-1643-8

PB | 978-1-4331-2126-5
HC | 978-1-4331-2127-2

Teaching Lincoln
Legacies and Classroom Strategies

Edited by Caroline R. Pryor & Stephen L. Hansen

Success Academy is a federal Indian boarding school where vocational training was emphasized and few graduates attended college. Its neighbor is an overwhelmingly white, land-grant university, having little to no contact with this boarding school. An innovative initiative turned this situation on its head. In the fall of 2000 the Flandreau Indian School began a reform effort called Success Academy, aimed at preparing all of its students for post-secondary education. Over the next decade South Dakota State University responded by committing 300 of its faculty and staff and $70,000 of its annual budget to opening the doors of higher education to Indian students previously excluded.

The traditional way of increasing college access for students of color is through remediation, that is, through attempting to “fix” those presumed to be unprepared for higher learning. What sets Success Academy apart is that the educators involved chose instead to “fix” their institutions, institutions that were actually preventing instead of encouraging Indian students from entering college. Throughout all aspects of Success Academy programming, students’ American Indian identities are affirmed, honored—and incorporated into school culture. Ethnicity matters in each and every aspect of Success Academy.

» Ideal for: advanced undergraduate teacher education courses in human relations, education in a pluralistic society and graduate level educational administration or curriculum and instruction courses.
The College Curriculum
A Reader

Edited by Joseph L. DeVitis

PB | US $54.95 £ 34.00 € 42.30 €* 45.30 €** 46.50 SFR 51.00 | 464 pp | 978-1-4331-1789-3
HC | US $269.95 £ 166.00 € 207.65 €* 222.20 €** 228.40 SFR 250.00 | 978-1-4331-1788-6

Adolescent Cultures, School and Society; vol.62

Mark Van Doren, the noted literary scholar, once remarked, “The college is meaningless without a curriculum, but it is more so when it has one that is meaningless.” Many current critics of undergraduate curricula in America assert to the crucial need for programmatic renewal in our colleges and universities. They bemoan the cookie-cutter sameness in far too many of them. The oddity is that U.S. colleges have long touted their “diversity” while largely holding fast to rather traditional pathways. This illuminating volume goes beyond formulaic nuts-and-bolts recipes for constructing curriculum: it seeks to interpret and analyze the contemporary landscape of college curriculum. Yet it also hopes to heighten pedagogic horizons in more imaginative, innovative ways by presenting actual curricula from more distinctive academic offerings. This book will stimulate vitally needed “out-of-the-box” thinking about curricula among faculty, administrators, and students, and ultimately invite the emergence of more radically diverse visions and realities for today’s college curriculum.

» Ideal for: courses in higher education, especially higher education curriculum, contemporary issues in higher education, and the philosophy of higher education.

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Helping Students to Write Successful Paper Titles
By Ode Ogede
HC | US$ 49.95 £ 31.00 € 38.45 €* 41.10
€** 42.30 SFR 47.00 | 120 pp | 978-1-4331-2258-3

All who treasure great literature recognize the pivotal role played by a title. But, until now, at both the undergraduate and the graduate level, no book-length study has devoted detailed expert attention to the subject of academic paper titling. Helping Students to Write Successful Paper Titles tis the first attempt at an extended exploration of this subject, breaking new ground by confirming the significance of a title as an apparatus for scholarly endeavor. Academic writing’s dependence on the title imparts pre-eminence to the part of the paper that bridges the gap between its contents and the reader, making the title more than just another component of the work and investing the paper with an identity. Through systematic examination of a variety of paper titles, the study offers a cohesive picture of the function of the title in academic writing and guides students in the art of effective title making.

» Ideal for: introductory English composition courses and advanced applied literary criticism courses.

Teacher Educators Rethink Self-Assessment in Higher Education
A Guide for the Perplexed
By Judith McVanish & Catherine Milne
PB | 978-1-4331-0835-8
HC | 978-1-4331-0834-1

This edited book provides readers with a guide for implementing self-assessment and self-evaluation that is based on a model implemented successfully in a diverse range of teacher education courses. Educators from disciplines as diverse as theater arts, early childhood, psychology, mathematics, and science education have adopted a model of self-assessment and self-evaluation that supports the individual ongoing assessment of learning throughout a course as well as the final synthesis of individual learning in the course. Self-assessment and self-evaluation are presented here as a means to help students and teachers reinvent the learning process as co-constructed, powered by evidence and agency in order to lift thinking beyond the mere attainment of an end-point grade; to help students own their learning in new ways they may not have experienced before; to think about teaching and learning that will carry them beyond their formal schooling years; and to value new questions as evidence of learning.

» Ideal for: teacher education, professional development, education reform, and assessment.

Reading and Teaching Ivor Goodson
By Yvonne Downs
PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00
€** 32.90 SFR 36.00 | 176 pp | 978-1-4331-2017-6
HC | 978-14995 € 92.00 € 115.35
€** 123.40 SFR 139.00 | 978-1-4331-2017-6

Ivor Goodson is an immense and vital contributor to the study of education and to educational research. His influence extends across continents, taking in theory and practice, and including topics as diverse as curriculum history and the history of school subjects; change management and reform; teachers’ lives and careers; professional and learning identities; and educational policy and life politics. To all this he brings a coherence born of his convictions and his commitment to social justice. This book traces the contours of this morally-inflected approach to scholarship, highlighting its contribution to a politics of transformation, all the while acknowledging and encapsulating the practical, passionate, principled humanity that continues to drive Goodson’s scholarship. The book will be of interest to teacher educators, students of education and educational researchers, as well as to teachers and those with an interest in the history of education and in life history methodologies.

» Ideal for: courses in education research, education history, curriculum, educational reform, and policy.
In this second volume, ten scholars — many affiliated with Catholic schools and universities — address the recent history of parish schools in as many cities across the country. Not only do the essays address common themes, they also articulate the elements that make Catholic education distinctive in each city. The book is a valuable touchstone for Catholic educators and scholars who work in and for a national Catholic educational establishment; that establishment includes 238 colleges and universities and several thousand Catholic high schools among other institutions.

> Ideal for: courses in the history of education, religious education, and urban education.

What Schools Teach Us about Religious Life

By Daniel R. Heischman

PB | US$ 39.95 € 24.00 £ 30.75 ** € 32.90 €** 33.80 SFR 37.00 | 978-1-4331-1188-4

This book will attempt, through an in-depth investigation of six to seven schools, representing a wide variety of traditions (including non-sectarian as well as sectarian schools), to show how schools are telling reflections of the changing religious landscape of our country. It will also seek to demonstrate that these schools are important guideposts in the process of understanding that landscape, particularly how institutions of clear commitment also can embrace a pluralistic constituency. The degree to which they are able to balance both tradition and contemporary reality can teach us a great deal about not only how to be more fluent in our religious literacy but better citizens in an increasingly complex world.

> Ideal for: graduate courses on school ministry and religious pluralism.

Curriculum and the Culture Wars

Debating the Bible’s Place in Public Schools

Edited by Melissa Deckman & Joseph Prud’homme

PB | US$ 39.95 € 25.00 £ 30.75 ** € 32.90 €** 33.80 SFR 37.00 | 978-1-4331-1848-7

Washington College Studies in Religion, Politics, and Culture; v. 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 liberal democracy.

> Ideal for: upper-level undergraduates in the following courses in religion and politics, state and local politics, the politics of education, and public policy.

> Ideal for: classes of the history of religion and of history of Eastern European intellectuals.

Ideal for: graduate and advanced undergraduate courses in environmental education, science education, natural resources management, and other environmental fields.

Environmental Education

Trading Zones in Environmental Education

Creating Transdisciplinary Dialogue

Edited by Marianne E. Krasny & Justin Dillon

PB | US $ 39.95 € 25.00 £ 30.75 ** € 32.90 €** 33.80 SFR 37.00 | 318 pp | 978-1-4331-1179-2

HC | US$ 159.95 € 98.00 £ 123.05 ** € 131.70 €** 135.40 SFR 148.00 | 978-1-4331-1180-8

eB | 978-1-4331-0854-9 | US$ 159.95 € 98.00 £ 123.05 ** € 131.70 €** 135.40 SFR 148.00

(Re)Thinking Environmental Education; v.3

Environmental educators often adhere to a relatively narrow theoretical paradigm focusing on changing attitudes and knowledge, which are assumed to foster pro-behaviors, which in turn leads to better environmental quality. This book takes a different approach to trying to understand how environmental education might influence people, their communities, and the environment. The authors view changing environmental behaviors

as a "wicked" problem, that is, a problem that does not readily lend itself to solutions using existing disciplinary approaches. The book as a whole opens up new avenues for pursuing environmental education research and practice and thus expands the conversation around environmental education, behaviors, and quality.

Through developing trans-disciplinary research questions and conceptual paradigms, this book also suggests new practices beyond those currently used in environmental education, natural resources management, and other environmental fields.

Ideal for: graduate and advanced undergraduate courses in environmental education, science education, natural resources management, conservation psychology, environmental sociology, environmental art, and sustainability.
Building Bridges from High Poverty Communities, to Schools, to Productive Citizenship
A Holistic Approach to Addressing Poverty through Exceptional Educational Leadership
By Lisa Bass & Susan C. Fairclough
PB | US $39.95 £ 25.00 € 30.75 €* 32.90
€** 33.80 SFR 37.00 | 198 pp | 978-1-4331-1409-0
HC | US $159.95 £ 98.00 € 123.05 €* 131.70 €** 135.40 SFR 148.00 |
978-1-4331-1410-6
eb | 978-1-4539-1109-9 | US $ 159.95 £ 98.00 € 123.05 €* 131.70 €** 135.40 SFR 148.00 |
Education Management: Contexts, Constituents, and Communities; v. 7
More than 20% of all children in the United States live in poverty. This is particularly troubling given the associated risks of poverty to children's social, emotional, and behavioral well-being; risks that have the potential to negatively impact children's lives in and out of school. This book considers the impact of poverty on education, the unique needs of students from high poverty backgrounds, and strategies that hold promise in successfully educating students from high poverty backgrounds. There is a tremendous need for a practical model of school leadership aimed at bridging the gap between high poverty schools and communities, in order to lessen the effects of poverty on children and youth's educational and life experiences. The authors call this "exceptional educational leadership," an approach that centers on the moral and ethical imperative to act in the best interests of children, youth, and their families.

» Ideal for: courses in educational leadership, urban education, rural education, and sociology of education.

Becoming an Integrated Educational Leader
By Michelle Rosser & Tom Massey
PB | 978-1-4331-2161-6
HC | 978-1-4331-2162-3
Educational Psychology: Critical Pedagogical Perspectives; v. 26
Becoming an Integrated Educational Leader is a must read for current K-12 educators, preparing and current teachers who want to be leaders in their schools and communities. This powerful book provides insights into gaining a better understanding of our educational system and how this has affected our current status through political and cultural events of our past, as well as understanding critical pedagogy that supports learners in this system. It also describes a better understanding of the physical and emotional blockades experienced by educators and how to be a complete leader. Dr. Michelle Rosser, an activist in educational change and relational theory development and Dr. Tom Massey, a corporate trainer and performance coach, team up to deliver uplifting and honest truths to educators that will not only effectively communicate important tools for teaching, but also enlighten the individual to discover the powerful influence they possess as educators.

» Ideal for: undergraduate and graduate level courses in educational leadership and educational foundations.

Disrupting Qualitative Inquiry
Possibilities and Tensions in Educational Research
Edited by Ruth Nicole Brown, Rozana Carducci & Candace R. Kuby
PB | 978-1-4331-2311-5
HC | 978-1-4331-2312-2
Critical Qualitative Research; v. 10
Disrupting Qualitative Inquiry is an edited volume that examines the possibilities and tensions encountered by scholars who adopt disruptive qualitative approaches to the study of educational contexts, issues, and phenomena. It presents a collection of innovative and intellectually stimulating chapters which illustrate the potential for disruptive qualitative research perspectives to advance social justice aims omnipresent in educational policy and practice dialogues. The book defines "disruptive" qualitative methodologies and methods in educational research as processes of inquiry which seek to:

- Disrupt traditional notions of research roles and relationships; disrupt dominant approaches to the collection and analysis of data; disrupt traditional notions of representing and disseminating research findings; disrupt rigid epistemological and methodological boundaries; and disrupt disciplinarily boundaries and assumptive frameworks of how to do educational research.
- Scholars and graduate students interested in disrupting traditional approaches to the study of education will find this book of tremendous value. Given the inclusion of both research examples and reflective narratives, this book is an ideal text for adoption in introductory research design seminars as well as advanced courses devoted to theoretical and practical applications of qualitative and interpretive methodologies.

» Ideal for: graduate level courses on qualitative educational research methodologies and methods, and qualitative research courses.
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.

> Ideal for: courses in educational research, qualitative research and the sociology and philosophy of education.

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SPECIAL EDUCATION

The Moral Debate on Special Education

By Bernardo E. Pohl, Jr.

PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00 €** 32.90 SFR 36.00 | 182 pp | 978-1-4331-2107-4

HC | US$ 139.95 £ 86.00 € 107.65 €* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-2108-1

Counterpoints: Studies in the Postmodern Theory of Education | v. 444

The fusion of 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 is still absent. Based on critical and moral pedagogy, he 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 other contemporaries, Bernardo E. Pohl, Jr. delves into the tensions, promises, and challenges of special education from the unique perspective of a disabled educator.

> Ideal for: undergraduate courses in special education, social justice, disability studies, and for graduate level courses in narrative inquiry, critical pedagogy, and social justice.

DISABILITY STUDIES

Both Sides of the Table

Autoethnographies of Educators Learning and Teaching With/In [Dis]ability

Edited by Phil Smith

PB | US$ 40.95 £ 25.00 € 31.50 €* 33.70 €** 34.70 SFR 38.00 | 296 pp | 978-1-4331-1451-9

HC | US$ 139.95 £ 98.00 € 123.05 €* 131.70 €** 135.40 SFR 148.00 | 978-1-4331-1452-6

Disability Studies in Education; v. 12

Both Sides of the Table is a set of evocative, heartfelt, personal, and revealing stories, told by educators about how their experiences with disability, personally and in the lives of family members, has affected their understanding of disability. It uses disability studies and critical theory lenses to understand the autoethnographies of teachers and their personal relationships with disability. The book takes a beginning look at the meaning of autoethnography as a method of inquiry, as well as how it has been (and will be) applied to exploring disability and the role of education in creating and sustaining it. The title refers to the context in which educators find themselves in Individualized Education Plan (IEP) meetings for students with disabilities in schools. There, educators often sit on the other side of the table from people with disabilities, their families, and their allies. In these chapters, the authors assume roles that place them, literally, on both sides of IEP tables. They inscribe new meanings—of relationships, of disability, of schools, of what it means to be an educator and a learner. It is a proposal (or perhaps a gentle manifesto) for what research, education, disability, and a utopian revolutionary politics of social transformation could and should look like.
Educational Psychology Reader
The Art and Science of How People Learn
REVISED EDITION

Educational Psychology Reader: The Art and Science of How People Learn: Revised Edition presents an exciting amalgam of educational psychology’s research-based reflections framed in twenty-first century critical educational psychology. As a discipline, educational psychology is reinventing itself from its early and almost exclusive identification with psychometrics and taxonomy-styled classifications to a dynamic and multicultural collage of conversations concerning language acquisition, socially mediated learning, diverse learning modalities, motivation, the affective domain, brain-based learning, the role of ecology in increasing achievement, and many other complimentary dimensions of how people learn. Many polymaths of the discipline are included in this volume, providing daunting evidence of the range and intellectual rigor of the field of educational psychology at this historic juncture. Featuring a renowned collection of international authors, this text will appeal to scholars across the globe. Educational Psychology Reader is an ideal choice as either the primary or supplemental text for both undergraduate and graduate level educational psychology courses.

» Ideal for: the primary or supplemental text for both undergraduate and graduate level educational psychology courses.

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Educational Psychology: Critical Pedagogical Perspectives; v. 1

Self-Regulated Learning
An Application of Critical Educational Psychology

By Stephen Vassallo

PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00
€** 32.90 SFR 36.00 | 148 pp | 978-1-4331-2378-8

HC | US$ 139.95 £ 86.00 € 107.65
€* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-1533-2

Educational Psychology: Critical Pedagogical Perspectives; v. 15

Self-regulated learning (SRL) is defined as the strategic pursuit of academic goals that involves the control over thoughts, behaviors, and emotions. This notion is taken for granted as a form of engagement that good teachers will foster. This book is about exploring the aim to institutionalize SRL.

Teach For America and the Struggle for Urban School Reform
Searching for Agency in an Era of Standardization

By Katherine Crawford-Garrett

PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00
€** 32.90 SFR 36.00 | 148 pp | 978-1-4331-2377-1

HC | US$ 139.95 £ 86.00 € 107.65
€* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-1534-9

Educational Psychology: Critical Pedagogical Perspectives; v. 21

This book traces the experiences of one cohort of Teach For America (TFA) corps members as they reconcile their hopes for their students with the reality of teaching in a district that favors compliance over compassion. Drawing on ethnographic and practitioner inquiry methods, Crawford-Garrett highlights the voices of the teachers as they wrestle with urban poverty, question bureaucratic mandates, resist dehumanizing reform initiatives, and experiment with critical pedagogy. The book examines how their socialization into the profession positions them as passive recipients of knowledge and engenders deficit ideologies of students, families, and communities. Ultimately, this book attends to the role of the teacher educator in introducing multiple educational lenses to the corps members and asserts that the university methods course can encourage new teachers to (1) critically engage with the institutional settings which shape their experiences, (2) question and problematize deficit ideologies, and (3) adopt and enact identities as knowledgeable practitioners. It suggests that the university methods course can encourage new teachers to (1) critically engage with the institutional settings which shape their experiences, (2) question and problematize deficit ideologies, and (3) adopt and enact identities as knowledgeable practitioners.

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Educational Psychology: Critical Pedagogical Perspectives; v. 22

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Constructing a Community of Thought
Letters on the Scholarship, Teaching, and Mentoring of Vera John-Steiner

Edited by Robert Lake & M. Cathrene Connery

PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00
€** 32.90 SFR 36.00 | 264 pp | 978-1-4331-1916-3

HC | US$ 139.95 £ 86.00 € 107.65
€* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-1917-0

Educational Psychology: Critical Pedagogical Perspectives; v. 20

This book validates the prolific contribution of Dr. Vera John-Steiner to the social sciences and extends her scholarship, teaching, and mentoring to a new generation of thinkers. Compiled as a companion volume to her Selected Works, the text highlights this scholar’s gifts to psychology, education, linguistics, and the arts through a collection of letters composed by students, colleagues, collaborators, and mentees. In keeping with Dr. John-Steiner’s collaborative and innovative approach, the epistolary genre invites readers into a larger thought community through personal connections, biographical vignettes, and academic expansions of her work. In sharing her commitment to social justice, readers will find themselves compelled to join the collective initiatives established by this notable scholar during the past fifty years to achieve an equitable, enriched education for all.

Ideal for: undergraduate and graduate level courses in educational psychology and educational foundations.

Ideal for: courses in action research and qualitative methods, teacher research, social and cultural foundations, urban education, education reform, teacher education, educational leadership, and ethnographic studies.

Ideal for: undergraduate and graduate level courses in art & aesthetics, art education and art therapy, early childhood education, educational psychology, learning and development, play therapy, creativity studies, cultural foundations, multiliteracies, and semiotics.
Transforming Education
Global Perspectives, Experiences and Implications
Edited by Robert A. DeVillar, Binbin Jiang & Jim Cummins
PB | US$ 39.95 £ 25.00 € 30.75 €* 32.90
SFR 37.00 | 292 pp | 978-1-4331-2037-4
HC | US$ 155.95 £ 96.00 € 119.95
€* 128.30 €** 131.90 SFR 144.00 | 978-1-4331-2038-1

This research-based volume presents a substantive, panoramic view of ways in which Australia and countries in Africa, Asia, Europe, and North and South America engage in educational programs and practices to transform the learning processes and outcomes of their students. It reveals and analyzes national and global trajectories in key areas of educational development, and enhances readers’ understanding of the nature and complexity of educational transformation in a global context. The book’s comprehensive analysis of factors associated with transforming education within globally representative geographical, cultural, and political contexts contributes to critical scholarship; its discussion of individual country findings and cross-country patterns has significant implications for educational practitioners and leaders. The volume has direct practical relevance for educational practitioners and leaders, policymakers, and researchers, as nations remain in dire need of effective ways and means to transform their respective educational systems to (1) more ably realize educational equity, (2) make learning relevant to an increasingly diverse overall student populace, (3) ensure individual and general prosperity, and (4) promote substantive global collaboration in developing the new economy.

Ideal for: courses in critical pedagogy, globalization of education, education research and policy.

The New Development Paradigm
Education, Knowledge Economy and Digital Futures
Edited by Michael A. Peters, Tina Besley & Daniel Araya
PB | 978-1-4331-1887-6
HC | 978-1-4331-1888-3
eB | 978-1-4539-1136-5

Global Studies in Education; v. 20

While the concept of “development education” has achieved wider adoption, the term is still not widely understood. With the advent of globalization and the knowledge economy, and, in particular, with the formulation of the World Bank’s “knowledge for development” strategy and the UNDP “creative economy,” development issues have become a central part of education or, more precisely, education has become central to development. It is time to reassess the standard development education paradigm and to investigate the possibilities for development in education that take into account emerging trends. The New Development Paradigm, written by world authorities, focuses on three related themes: education, knowledge economy, and openness; social networking, new media, and social entrepreneurship in education; and technology, innovation, and participatory networks.

Ideal for: courses in the globalization of education and technology in education.

Exploring Globalization
Opportunities and Challenges in Social Studies
Effective Instructional Approaches
Edited by Lydiah Nganga, John Kambutu & William B. Russell III
PB | US$ 39.95 £ 25.00 € 30.75 €* 32.90
€** 33.80 SFR 37.00 | 280 pp | 978-1-4331-2128-9
HC | US$ 159.95 £ 98.00 € 123.05 €* 131.70
€** 135.40 SFR 148.00 | 978-1-4331-2129-6
eB | 978-1-4539-0964-5 | US$ 159.95 € 98.00 € 123.05 €* 131.70
€** 135.40 SFR 148.00

Global Studies in Education; v. 26

This book on global issues, trends, and practices is intended to serve primarily as an instructional and learning resource in social studies methods courses for preservice teachers. In addition, it is an effective social studies and global education resource for college faculty, graduate students, inservice educators, and other professionals because it has divergent, practical, and relevant ideas. Teaching global education is challenging. It requires an understanding of globalization and how it affects policies, reforms, and education. Therefore, this book explores real global issues in the classroom and also offers different innovative instructional strategies that educators have employed while teaching social studies courses. The volume includes detailed reviews of literature and research findings which facilitate the design of quality pertinent units and lessons plans. Indeed, this book is a critical tool to help educators and students to gain a better understanding of globalization and global education.

Ideal for: courses in global education, social studies methods, and teaching in a global world.

Reading the World, the Globe, and the Cosmos
Approaches to Teaching Literature for the Twenty-first Century
By Suzanne S. Choo
PB | US$ 39.95 £ 25.00 € 30.75 €* 32.90
€** 135.40 SFR 148.00 | 208 pp | 978-1-4331-2178-4

Global Studies in Education; v. 28

The purpose of this book is to restore the centrality of pedagogy in governing the ways literary texts are received, experienced, and interpreted by students in the classroom. Utilizing a method of pedagogical criticism, it provides an account of core approaches to teaching literature that have emerged across history and the conceptual values informing these approaches. More importantly, Reading the World discusses how these values have been shaped by broader global forces and key movements in the discipline of English.
Literature. To varying degrees, these approaches are aimed at cultivating a hospitable imagination so that students may more fully engage with multiple others in the world. Given the reality of an increasingly interconnected twenty-first century, literature pedagogy plays a vital role in schools by demonstrating how world, global, and cosmopolitan approaches to teaching literature can facilitate the prioritization of the other, challenge us to think about how we can be accountable to multiple others in the world, and push us to continually problematize the boundaries of our openness towards the other.

» Ideal for: courses in critical pedagogy, teaching methods, and globalization of education.

Henry Chauncey
An American Life

By Norbert Elliot

PB | 978-1-4331-0899-1
HC | 978-1-4331-0890-7
History of Schools and Schooling; v. 54

A leader in twentieth-century education, Henry Chauncey (1905-2002) introduced large-scale assessment into American culture. This first full-length biography examines Chauncey’s education at Groton School and Harvard College, his position as a teacher at William Penn Charter School, and his roles as founding president of the Educational Testing Service and third president of EDUCOM. Documenting a career extending from the Great Depression through the end of the Cold War world, this book provides an interpretative history of educational measurement through the lives of Chauncey and his contemporaries. As researcher, administrator, and writer, Chauncey dealt with topics central to twentieth-century American education: the role of large-scale assessment; the measurement of individual differences; identification of talent; international influences; technological impact; and the call for social justice. This educational biography provides insight into the complexities of contemporary American education.

» Ideal for: undergraduate courses in educational assessment and educational leadership. Also, for graduate courses in educational research, educational leadership, evaluation and assessment in post-secondary education, higher education administration and social foundations of education.

Laboratory of Learning
HBCU Laboratory Schools and Alabama State College Lab High in the Era of Jim Crow

By Sharon Gay Pierson

PB | 978-1-4331-2307-8
HC | 978-1-4331-2308-5
eb | 978-1-4539-1129-7
History of Schools and Schooling; v. 58

During the progressive education movement, laboratory high schools evolved from model schools that were part of the core teacher training curriculum at historically Black colleges and universities (HBCUs). These laboratory schools were at the vanguard of the accreditation battle, participated in national curriculum studies, and boasted high graduation and college entrance rates. Led by well educated, reform-minded African Americans who molded their own approaches to teaching and curriculum, and grounded in sound progressive educational theory, these HBCU lab high schools represented privileged educational experiences. Yet, this collective effort of high achieving Black lab schools has been overlooked by historians. Through examination of Alabama State Teachers College Laboratory High School, 1920-1960, A Laboratory of Learning illuminates the strategies, challenges, and successes of providing secondary education to Southern Black citizens during the Jim Crow era, and provides evidence that HBCU laboratory schools and Lab High should be added to our histories as an example of distinctive, progressive schooling.

» Ideal for: courses in the history of education, curriculum, multicultural education, social justice, African American history and education theory.

Communication Engagements and Intercultural Praxis
Dancing with Difference in Diverse Contexts

By Mary Jane Collier

HC | US$ 89.95 £ 58.00 € 64.20 ¥* 68.70 €** 70.60 SFR 84.00 |
978-1-4331-2033-6
Critical Intercultural Communication Studies; v. 14

While community engagement to enhance justice, equity, and inclusion is at the heart of this book, dancing with difference is the overarching metaphor. It is used to explain diverse relations between contexts, institutions, and structures, and community organizations and groups; and the diverse relationships between organizational representatives and community members.

It is these dances with difference through which groups and individuals deal with contextual forces, negotiate cultural identities, subjectivities, and positioning, and orient toward their work. Featuring case studies of several international, national and local organizations, the book showcases firsthand and public discourses related to community engagement work in Nepal and Northern Ireland to Kenya, Zimbabwe, and the U.S.

A framework of critical/interpretive intercultural praxis is offered to guide research and practice across the case studies. It is designed to benefit scholars, students and practitioners who work in community based settings by presenting a relevant and applicable guide for entering into community engagement.

» Ideal for: courses in communication, organization communication, the culture of communication, and community engagement.

Intersections in Communications and Culture: Global Approaches and Transdisciplinary Perspectives; v. 31

This volume is an up-to-date account of communication theories from around the world. Authored by a group of eminent scholars, each chapter is a history of and
state-of-the-art description of the major issues in international communication theory.

While the volume draws on an understanding of communication theory as a product of its socio-political and cultural context, and the challenges posed by that context, it also highlights each author’s lifetime effort to critique the existing trends in communication theory and bring out the very best in each multicultural context.

**Ideal for:** courses in communication theory, international communication, political communication, and the culture of communication.

### Observing and Analyzing Communication Behavior

By John Courtright

HC | US$ 99.95 £ 62.00 € 76.90 €* 82.30
€** 84.60 SFR 93.00 |
978-1-4331-2416-7

This is a book about communication behavior: how we conceptualize it, observe it, measure it, and analyze it. Going back to the 1970s and 1980s, a time when communication behavior was a primary interest in many academic publications, the aim of this book is to reignite some interest in and passion about how human communication behavior should be studied. It presents the best advice, techniques, cautions, and controversies from the 1970s and 80s and then updates it. Several chapters also introduce statistical methods and procedures to allow readers to analyze behavioral data. This book is a useful resource for communication scholars and graduate students to guide their study of communication behavior.

**Ideal for:** courses in communication behavior, research and the history of communication.

### Culture in Rhetoric

By Richard Wilkins & Karen Wolf

PB | $32.95 | 978-1-4331-1784-8
HC | US$ 129.95 £ 80.00 € 99.95 €* 106.90
€** 109.90 SFR 120.00 |
978-1-4331-1785-5
eB | 978-1-4539-1159-4

Wilkins and Wolf present an innovative look at the relationship between rhetoric and the ethnography of communication. They argue that a situated rhetoric extends beyond the study of public discourse to include moments of identification that are used in a local and interpersonal way. The idea that individuals use situated rhetoric to accomplish communal identification even at the risk of multiple interpretations from others is the main problem the authors address in this book.

**Ideal for:** courses in rhetoric and communication studies

### Here’s Looking at You Hollywood, Film & Politics

**FOURTH EDITION**

By Ernest Giglio

PB | 978-1-4331-2000-8


The book’s thesis contradicts the film industry’s assertion that it produces nothing but entertainment. While it is true that the vast majority of Hollywood films are strictly commercial ventures, hundreds of movies—from Birth of a Nation to The Help, from recreated stories like Argo and Zero Dark Thirty and from historical pieces such as Lincoln and The Conspirator—contain political messages, both overt and covert.

This new edition begins with President Obama’s re-election and includes new photos and statistical data, three new chapters and features half-a-dozen case studies that provide in-depth analysis of special films that are certain to challenge existing views and stimulate classroom discussion. *Here’s Looking at You* serves as a basic text for courses in film and politics and as a supplement in American Government and film studies courses. Film buffs and general readers also will find it of interest.

**Ideal for:** courses in film and politics (either political science or film studies or media studies departments, and also could be used as supplement in American Politics/ Government courses.

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Communication and the Economy
History, Value and Agency
Edited by Joshua S. Hanan & Mark Hayward
PB | US$ 36.95 £ 23.00 € 28.45 €* 30.40 €** 31.30 SFR 35.00 | 978-1-4331-1958-3
HC | US$ 139.95 £ 86.00 € 107.65 €* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-1959-0

Frontiers in Political Communication; v. 23
The Internet’s explosive growth over the last decade is nowhere more visible than in Asia. Fueled by an expanding middle class, thousands of people connect to the Internet for the first time each day to explore and discuss issues that are relevant to them and their lives.

This book provides an in-depth look at the impact of social media on political engagement among young citizens in this rapidly changing region of the world. Leading media scholars from nine Asian nations focus on three main questions:

- How frequently do Asians use social media to access and discuss political information?
- Does the use of social media increase political participation?
- What political, social, and cultural factors influence the impact of social media on political engagement in each nation?

To answer these questions, contributors first analyze the current state of social media in their nations and then present the findings of a cross-national survey on social media use that was conducted with over 3,500 Asian respondents. By employing a comparative approach, they analyze how social media functions and interacts with the cultural and political systems in each country—and how it might affect political engagement among individual citizens.

**Ideal for:** courses in social media, political communication, online media and cultural studies.

### The Business of Counterterrorism
Public-Private Sector Partnerships in Homeland Security
By Nathan Busch & Austen Givens
PB | US$ 29.95 £ 17.30 € 19.25 €* 21.20 €** 20.60 SFR 30.00 | 978-1-4331-1954-5
HC | US$ 139.95 £ 86.00 € 107.65 €* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-1955-2

Terrorism Studies; v. 4
The Business of Counterterrorism focuses on the opportunities and challenges for public-private partnerships in the post-9/11 world. Although these partnerships are a major topic of discussion and study among businesses and government agencies involved in homeland security efforts, they have received a much less thorough treatment in the scholarly literature. The Business of Terrorism attempts to fill the gap in the scholarly literature by identifying the essential role that PPPs are now taking in homeland security, and by exploring the implications of this transformative shift in the field. In its discussion, it focuses on five areas in homeland security—critical infrastructure protection, cybersecurity, information sharing, security at U.S. ports of entry, and disaster recovery.

**Ideal for:** advanced undergraduate and graduate courses in homeland security, public administration, business, economics, public policy, U.S. national security, and terrorism and counterterrorism.

### Health Communication
Strategies for Developing Global Health Programs
Edited by Do Kyun Kim, Arvind Singhal & Gary L. Kreps
PB | US$ 49.95 £ 31.00 € 38.45 €* 41.10 €** 42.30 SFR 47.00 | 978-1-4331-1956-9
HC | US$ 159.95 £ 98.00 € 123.05 €* 131.70 €** 135.40 SFR 148.00 | 978-1-4331-1865-4

Health Communication; v. 5
Promotion of healthy behaviors and prevention of disease are inextricably linked to cultural understandings of health and well-being. Health communication scholarship and practice can substantially and strategically contribute to people living, safer, healthier, and happier lives. This book represents a concrete step in that direction by establishing a strategic framework for guiding global and local health practices.

**Ideal for:** undergraduate courses and/or graduate courses on health communication and public health promotion. This book can be also used for professional workshops dealing with communicative health promotion strategies.

### Reducing Health Disparities
Communication Interventions
Edited by Mohan Jv & Gary L. Kreps
PB | US$ 49.95 £ 31.00 € 38.45 €* 41.10 €** 42.30 SFR 47.00 | 978-1-4331-1905-7
HC | US$ 179.95 £ 111 € 138.40 €* 148.10 €** 152.20 SFR 167.00 | 978-1-4331-1918-7

Health Communication; v. 6
Over the last five decades, the gap between the haves and have nots has...
consistently increased in the realm of access to healthcare services among different sectors of society: from quality of healthcare services, access to health supplies, technologies, and usage of health information and health prevention services, to vulnerability to certain types of diseases and health outcomes. In response to these disparities, health communication scholars have utilized the framework of communication as a form of intervention as a means to closing the gap. It is against this backdrop that the editors compiled this edited collection—the first of its kind—in order to understand the underlying dimensions of health disparities and the communicative processes, policies, methodologies, and messages that are deployed toward the goal of increasing access, improving quality, and addressing the underlying causes of them.

The book is organized under four key communication interventions: Patient-based; Community-based; Media-based; and Critical perspective-based communication interventions. Contributors embrace a dialectical-dialogual approach as an organizing framework to their work, highlighting key debates, discussions, and collaborative entry points across a wide variety of health and geographical contexts. They offer multi-paradigmatic, multi-contextual, multi-level, and multi-method frameworks for understanding and developing communication interventions that are directed at addressing health disparities.

» **Ideal for:** courses in communication campaigns, communication and health disparities, and communication and social change.

**Talking Tobacco**
Interpersonal, Organizational, and Mediated Messages

Edited by Stuart L. Esrock, Kandi L. Walker & Joy L. Hart

PB | US$ 36.95 £ 23.00 € 28.45 €** 30.40 €** 31.30 SFR 35.00 | 978-1-4331-1443-4

HC | US$ 139.95 £ 86.00 € 107.65 €* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-2509-6

Health Communication; v. 10

With drug information rapidly migrating to the Web, the chronically poor standards of drug information available to consumers in the developed and the developing world are being further compromised. This book offers insight into the uncharted waters of prescription drug information and promotion on the internet and suggests how it might be transformed into an unprecedented agent for good.

It traces the social and political history of prescription drug information and marketing to Western consumers, offering a social and communicative profile of prescription drug web sites, and an evaluation of the most widely used sources of prescription drug information, from government organizations and information companies and TV-related sites, to health service provider sites, manufacturers’ brand sites, and social media, including YouTube and Wikipedia.

The focus throughout is to look at practical outcomes: how can information for consumer decision making be optimized and how can consumers use it responsibly.

» **Ideal for:** courses in health communication, tobacco control, health promotion/campaigns, organizational communication, and communication research and theory.

**A Screenful of Sugar? Prescription Drug Websites Investigated**

By Jon C. Schommer & Lewis H. Glinter

PB | US$ 36.95 £ 23.00 € 28.45 €** 30.40 €** 31.30 SFR 35.00 | 978-1-4331-2508-9

HC | US$ 139.95 £ 86.00 € 107.65 €* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-2509-6

Health Communication; v. 10

The focus throughout is to look at practical outcomes: how can information for consumer decision making be optimized and how can consumers use it responsibly.

» **Ideal for:** courses in colleges of pharmacy, schools of medicine and medical studies programs, including: health communication, pharmaceutical marketing, social media, evolution of the World Wide Web.
Amazing Ourselves to Death
Neil Postman’s Brave New World Revisited
By Lance Strate

Neil Postman’s most popular work, *Amusing Ourselves to Death*, published in 1985, provided an insightful critique of the effects of television on public discourse in America, arguing that television’s bias towards entertaining content trivializes serious issues and undermines the basis of democratic culture. Lance Strate, who earned his doctorate under Neil Postman, and is one of the leading media ecology scholars of our time, re-examines Postman’s arguments, updating his analysis and critique for the 21st century media environment that includes the expansion of television programming via cable and satellite, as well as the internet, the web, social media, and mobile technologies. Integrating Postman’s arguments about television with his critique of technology in general, Strate considers the current state of journalism, politics, religion, and education in American culture. Strate also contextualizes *Amusing Ourselves to Death* through an examination of Postman’s life and career, and the field of media ecology that Postman introduced. This is a book about our prospects for the future, which can only be based on the ways in which we think and talk about the present.

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Media, Surveillance and Identity
A Social Perspective
Edited by André Jansson & Miyase Christensen

Digital Formations; v. 84

How do individuals perceive the increasingly open-ended nature of mediated surveillance? In what ways are mediated surveillance practices interwoven with identity processes, political struggles, expression of dissent and the production of social space? One of the most significant issues in contemporary society is the complex forms and conflicting meanings surveillance takes. *Media, Surveillance and Identity* addresses the need for contextualized social perspectives within the study of mediated surveillance.

The volume takes account of dominant power structures (such as state surveillance and commercial surveillance) and social reproduction as well as political economic considerations, counter-privacy discourses, and class and gender hegemonies. Some chapters analyze particular media types, formats or platforms (such as loyalty cards or location based services), while others account for the composite dynamics of media ensembles within particular spaces of surveillance or identity creation (such as consumerism or the domestic sphere).

Through empirically grounded research, the volume seeks to advance a complex framework of research for future scrutiny as well as rethinking the very concept of surveillance. In doing so, it offers a unique contribution to contemporary debates on the social implications of mediated practices and surveillance cultures.

Ideal for: courses in media theory and criticism, journalism and mass communication, sociology of the media, television studies, new media, the future of media, cultural studies and media ecology.

Journalists and Media Accountability
An International Study of News People in the Digital Age
Edited by Susanne Fengler, Tobias Eberwein, Gianpietro Mazzoleni, Colin Porlezza & Stephan Ruß-Mohl

Mass Communication and Journalism; vol 12

Media accountability is back on the political agenda. Debates about the phone-hacking scandal at Rupert Murdoch’s News of the World have shown that the need for free and responsible journalism is more pressing than ever. Opinions, however, differ on the measures that need to be taken. Do existing structures of media accountability—such as press councils, codes of ethics, ombudspersons and so on—suffice, or do we urgently need new instruments and initiatives in today’s converging media world? These questions were tackled in an international survey of 1,800 journalists in twelve European and two Arab states conducted by the EU-funded research project, “Media Accountability and Transparency in Europe” (MediaAcT). The results provide a solid empirical basis for the discussions taking place. The book advances research on media accountability and transparency, and also offers innovative perspectives for newsrooms, media policy-makers, and journalism educators. Its systematic comparative design makes it an unprecedented venture in international journalism studies.

Ideal for: courses in journalism, media ethics, communication research, international studies, and politics and the media.
Twitter and Society

Since its launch in 2006, Twitter has evolved from a niche service to a mass phenomenon; it has become instrumental for everyday communication as well as for political debates, crisis communication, marketing, and cultural participation. But the basic idea behind it has stayed the same: users may post short messages (tweets) of up to 140 characters and follow the updates posted by other users. Drawing on the experience of leading international Twitter researchers from a variety of disciplines and contexts, this is the first book to document the various notions and concepts of Twitter communication, and provides a detailed and comprehensive overview of current research into the uses of Twitter across a wide range of disciplines. It also presents methods for analyzing Twitter data and outlines their practical application in different research contexts.

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The Audience Commodity in a Digital Age
Revisiting a Critical Theory of Commercial Media
Edited by Lee McGuigan & Vincent Manzerolle
PB | US$ 38.95 € 24.00 £ 29.95 €* 32.00
** 32.90 SFR 36.00 |
978-1-4331-2359-7

HC | US$ 139.95 € 86.00 £ 107.65
** 115.20 €** 118.40 SFR 130.00 |
978-1-4331-2360-3

Digital Formations; v. 94
This edited collection comprises foundational texts and new contributions that revisit the theory of “audience commodity” as first articulated by Dallas Smythe.

Contributors focus on the historical and theoretical importance of this theory to critical studies of media/communication, culture, society, economics, and technology – a theory that has underpinned critical media studies for more than three decades, but has yet to be compiled in a single edited collection.

The primary objective is to appraise its relevance in relation to changes in media and communication since the time of Smythe’s writing, principally addressing the rise of digital, online, and mobile media.

In addition to updating this perspective, contributors confront the topic critically in order to test its limits. Contextualizing theories of the audience commodity within an intellectual history, they consider their enduring relationship to the field of media/communication studies as well as the important legacy of Dallas Smythe.

> **Ideal for:** courses in media audiences, advertising and mass media, and the political economy of media.

Learning through Digital Game Design and Building in a Participatory Culture
An Enactivist Approach
By Qing Li
PB | 978-1-4331-1678-0
HC | 978-1-4331-1679-7

New Literacies and Digital Epistemologies; v. 14
This book discusses topics concerning digital game-based learning focusing on learning-by-game building and Web 2.0. Grounded in the new theoretical perspective of enactivism, this book shows how such an approach can help students gain deep understanding of subjects like mathematics and history, as well as undergraduate or graduate students’ learning of pedagogy, to the adult driver’s learning of road safety rules. Written for undergraduate students in teacher education, experienced teachers, and graduate students, this book is an ideal text for courses related to technology integration and digital game based learning. It can also be a wonderful book for researchers, educators, parents, school administrators, game designers, and anyone who is interested in new ways of learning and digital games.

> **Ideal for:** undergraduate and graduate courses in digital game based learning and teacher education.

Digital Learning Lives
Trajectories, Literacies, and Schooling
By Ola Erstad
PB | US$ 39.95 € 25.00 £ 30.75 €* 32.90
SFR 37.00 | 292 pp | 978-1-4331-1163-1

HC | US$ 159.95 € 98.00 £ 123.05
€* 131.70 €** 135.40 SFR 148.00 |
978-1-4331-1164-8

eB | 978-1-4539-1019-1| US$ 159.95 € 98.00 £ 123.05 €* 131.70 €** 135.40
SFR 148.00

New Literacies and Digital Epistemologies; v. 52
Today’s world is in turmoil. Economic crises are bringing countries to the brink of ruin, and old models are being questioned. The same sense of crisis also exists in contemporary education, and there is a need to explore new educational models. Digital Learning Lives: Trajectories, Literacies, and Schooling is a contribution in this direction. This book explores the importance of the adoption of digital technologies by contemporary education systems.

Partly a synthesis of findings from projects carried out in Norway by the author over the past 15 years, the data have been extended to raise key questions about the effectiveness of current education strategies for the Facebook and YouTube generation. Along the way, a promising approach for future developments in education is introduced that embraces the engagement of digital media—what Ola Erstad terms ‘learning lives.’ Use of digital media in schools and in everyday culture becomes the catalyst for exploring learning as life-deep (studying identity processes), life-wide (studying learners across contexts), and life-long (studying learning as trajectories and timescales). The book is targeted toward courses on digital learning, educational change, school development, and formal-informal learning.

> **Ideal for:** upper level courses on digital learning, educational change, school development and formal-informal learning.

Voyage across a Constellation of Information
Information Literacy in Interest-Driven Learning Communities
By Crystle Martin
PB | 978-1-4331-1804-3
HC | 978-1-4331-1805-0

eB | 978-1-4539-1117-4

New Literacies and Digital Epistemologies; v. 57
Voyage across a Constellation of Information examines and describes the information practices in an online community. It is based on data from the massively multiplayer online game World of Warcraft, its online community and out-of-game resources. The practices of the individual, group, and collective intelligence are examined in the book, which demonstrates both the methods used and the effectiveness of the community at finding, evaluating, and using information. It explores the information literacy practices in use in online communities. Voyage across a Constellation of Information covers information literacy practices from the individual to the community level, in synchronous and asynchronous settings. It is a mixed methods study that explores information and learning practices that would be of interest to academics, teachers, and librarians.

> **Ideal for:** undergraduate and graduate level courses in media, online gaming, social media and technology courses.

Textile Messages
Dispatches From the World of E-Textiles and Education
Edited by Leah Buechley, Kylie Peppler, Michael Eisenberg & Yasmin Kafai
PB | US$ 42.95 € 26.00 £ 33.00 €* 35.30
€** 36.30 SFR 40.00 | 264 pp | 978-1-4539-1119-2

HC | US$ 169.95 € 105.00 £ 130.75
€* 139.90 €** 143.80 SFR 157.00 |
978-1-4331-1919-4

New Literacies and Digital Epistemologies; v. 62
Textile Messages focuses on the emerging field of electronic textiles, or e-textiles—computers that can be soft, colorful, approachable, and beautiful.
E-textiles are articles of clothing, home furnishings, or architectures that include embedded computational and electronic elements. This book introduces a collection of tools that enable novices—including educators, hobbyists, and youth designers—to create and learn with e-textiles. It then examines how these tools are reshaping technology education—and DIY practices—across the K–16 spectrum, presenting examples of the ways educators, researchers, designers, and young people are employing them to build new technology, new curricula, and new creative communities.

**Ideal for:** undergraduate courses in technology, computer media, educational technology, and curriculum.

**New Literacies, New Agencies?**
A Brazilian Perspective on Mindsets, Digital Practices and Tools for Social Action in and out of School

Edited by Eduardo S. Junqueira & Marcelo E.K. Buzato

**New Media**

being ridiculed for not knowing your syntax to ridiculing others through multimodal remixing, something has changed in the way people are acting and being acted upon through literacies. From parallel text processing "under a cloud" to text-as-process enhanced by cloud computing, or from one laptop per child to several laptops left behind by children in creative spoken interaction, learners and educators’ actions through and around texts and technologies provide quite a telling example of such changes. From writing as technology to blogging as a tool for fostering critical mindsets within complexity, or from automatized knowledge acquisition routines to new forms of relating to knowledge and new perspectives on autonomy, social ordering and Self constitutional processes defy binaries such as agent/structure, global/local, social/technical, virtual/real, or even human/ non-human. In this volume a team of scholars from some of the most prestigious Brazilian universities address these issues, and illustrate them with findings from research on the interplay between new literacies, digital technologies and social action in and out-of-school. The chapters introduce, or revisit, an array of theoretical constructs from education, sociology, linguistics and media studies, while presenting a new inside perspective about how research on new literacies is being carried out in Brazil. Altogether, they provide a very useful set of ideas, tools and analytical frameworks for researchers, teachers, and students of Education, Language and Arts and Communication worldwide, especially those concerned with technology-enhanced education and social inclusion.

**Ideal for:** lecturers, researchers and undergraduate and graduate students of education, language studies and media studies. It should also interest language and literacy teachers and teacher educators.

**Youth Community Inquiry**
New Media for Community and Personal Growth

Edited by Bertram C. Bruce, Ann P. Bishop & Nama R. Budhathoki

**New Literacies and Digital Epistemologies; v. 68**

Youth Community Inquiry offers a detailed look at how young people use new media to help their communities thrive. The contributors address questions about learning, digital technology, and community engagement through the theory of community inquiry. The settings range from a small farming town to a mostly immigrant community to inner city Chicago and include youth from ages 8 to 20. Going beyond works on social media in a narrow sense, the projects in these settings involve the use of varied technologies, such as GPS/GIS mapping tools, video production, use of archives and databases, podcasts, and Internet radio. These new media support both community and individual learning. The development of inquiry-based activities serves as a record of the diverse experiences and a guide to future projects. The book concludes with an overview of a curriculum that readers may adapt for their own settings.

**Ideal for:** undergraduate and graduate level courses in arts education.
New Media

Good Video Games and Good Learning
Collected Essays on Video Games, Learning and Literacy
SECOND EDITION

» Ideal for: undergraduate and graduate level courses in media, online gaming, social media and educational technology.

PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00 €** 32.90 SFR 36.00 | 176 pp | 978-1-4331-2393-1

New Literacies and Digital Epistemologies; v. 67

Good Video Games and Good Learning presents the most important essays by James Paul Gee devoted to the ways in which good video games create good learning. The chapters in this book argue that good games teach through well-designed problem-solving experiences. They also prove that game-based learning must involve more than software and technology and engage with the design of passionate-affinity spaces where people mentor each other’s learning and engagement. In the end, the book offers a model of collaborative, interactive, and embodied learning centered on problem solving, a model that can be enhanced by games, but which can be accomplished in many different ways with or without games.

Contents

Chapter 1  Games and Learning: An Interview
Overview
(with Elisabeth Hayes and Henry Jenkins)

Chapter 2  Good Video Games, the Human Mind, and Good Learning

Chapter 3  Pleasure and Being a Professional: Learning and Video Games

Chapter 4  Stories, Probes, and Games

Chapter 5  The Old and the New in the New Digital Literacies

Chapter 6  Can Technology-rich Learning Close the Digital Participation Gap?

Chapter 7  Looking Where the Light Is Bad: Video Games and the Future of Assessment (with David Williamson Shaffer)

Chapter 8  Affinity Spaces: From Age of Mythology to Today’s Schools

Chapter 9  Nurturing Affinity Spaces and Game-Based Learning (with Elisabeth Hayes)

Chapter 10  Our New Out-of-School “Schools of Choice and Passion”

Chapter 11  “Surmise the Possibilities”: Portal to a Game-Based Theory of Learning for the 21st Century

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The 21st Century Media (R)evolution
Emergent Communication Practices (Second Edition)
By Jim Macnamara
PB | $48.95 | 978-1-4331-2351-1
HC | US$ 149.95 £ 92.00 € 115.35 €* 123.40 €** 126.90 SFR 139.00 | 978-1-4331-2352-8

The emergence of what are called ‘new media’ and ‘social media’ is one of the most discussed topics in contemporary societies. However, media and public communication are mostly analyzed within particular theoretical frameworks and within specific disciplinary fields. Such approaches have created polarized views, with cyberoptimists and celebrants on one side and cyberpessimists and sceptics on the other, and they fail to create understanding of interdependencies and convergence between disciplines and practices.

The second edition of this book expertly synthesizes competing theories and disciplinary viewpoints and examines the latest data, including international research from fast-growing markets such as China, to provide a comprehensive, holistic view of the twenty-first century media (r)evolution. The book identifies that research from fast-growing markets such as China, to provide a comprehensive, holistic view of the twenty-first century media (r)evolution.

In light of the crisis surrounding traditional media and the radical changes resulting from the advent of the Internet and the social media, various media outlets have argued, or more subtly, hinted at the demise of the printed news, or the end of traditional media. This backdrop forms the genesis for this thought-provoking and provocative volume for imagining life without media.

While there is some skepticism toward the radical hypothesis of the death of the media, there is mounting concern, at the same time, regarding the changing media space(s) and the relevance of the media’s roles and places in different and diverse social spheres. Unanimously, contributors report that while these roles and places have changed, the difficulty lies in where and how to delineate them. The chapters provide some answers to the hypothesis of life without media, and in many instances raise new questions and doubts.

> **Ideal for:** undergraduate and graduate level courses in evaluation, teacher education, professional development, and education research.

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**Life Without Media**
Edited by Eva Comas, Joan Cuenca & Klaus Zilles
PB | US$ 39.95 £ 25.00 € 30.75 €* 32.90 €** 33.80 SFR 37.00 | 978-1-4331-2261-3
HC | US$ 149.95 £ 92.00 € 115.35 €* 123.40 €** 126.90 SFR 139.00 | 978-1-4331-2262-0

In light of the crisis surrounding traditional media and the radical changes resulting from the advent of the Internet and the social media, various media outlets have argued, or more subtly, hinted at the demise of the printed news, or the end of traditional media. This backdrop forms the genesis for this thought-provoking and provocative volume for imagining life without media.

While there is some skepticism toward the radical hypothesis of the death of the media, there is mounting concern, at the same time, regarding the changing media space(s) and the relevance of the media’s roles and places in different and diverse social spheres. Unanimously, contributors report that while these roles and places have changed, the difficulty lies in where and how to delineate them. The chapters provide some answers to the hypothesis of life without media, and in many instances raise new questions and doubts.

> **Ideal for:** undergraduate and graduate students taking courses on communication and information theories in subjects such as journalism, advertising, and film and TV studies. It would also serve as a relevant text for upper level classes on media analysis, political communication, media and popular culture, media and new technology, and communication theory.

**Sexing the Media**
How and Why We Do It
By Debra L. Merskin
PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00 €** 33.80 SFR 37.00 | 978-1-4331-1618-6
HC | US$ 139.95 £ 86.00 € 107.65 €* 115.20 €** 118.40 SFR 130.00 | 978-1-4331-1619-3

Sex in the media is one of the hottest topics of the day. We know that advertising, television, cinema, and other forms of communication use sex to sell us products and pump up story lines. The question is: why are sex and sexuality such effective tools for getting our attention?

**Sexing the Media: How and Why We Do It** – an undergraduate textbook - explores answers to this question through historical, sociological, psychological, and ideological perspectives. It explores how media and other social institutions use sex and sexuality (the capacity to have erotic experiences and responses) to advance economic and ideological interests.

Cinema, music, music videos, television programs, advertising, and the Internet are discussed as carriers of such effective tools for getting our attention. The chapters provide some answers to the hypothesis of life without media, and in many instances raise new questions and doubts.

> **Ideal for:** courses in sociology, psychology, media and cultural studies.

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**TV AND FILM**

**Consuming Bollywood**
Gender, Globalization and Media in the Indian Diaspora
By Anjali Ram

PB | US$ 36.95 £ 23.00 € 28.45 €* 30.40
€** 31.30 SFR 35.00 | 978-1-4331-1343-0

HC | US$ 139.95 £ 86.00 € 107.65
€** 115.20 SFR 130.00 | 978-1-4331-1343-7

*Consuming Bollywood* is a major activity in the Indian diaspora and the revenue generated from diasporic audiences is growing exponentially.

By combining extended qualitative interviews and textual analysis, this book provides an insightful analysis of how the women who are socially located in the Indian diaspora use the spectacle of Bollywood cinema to renegotiate cultural meanings of home, gender, belonging, and identity.

By taking the experiences and interpretations of diasporic women as central, this book substantially adds to the literature on gendered and transnational identity in the context of migration and globalization. Furthermore, it considers the emergence of Bollywood as a potent global brand that is reconstituting cultural identities within a transnational, neoliberal, market driven economy.

**Ideal for:** courses in film and middle eastern cultural studies, as well as women’s and gender studies.

**Through a Lens Darkly**
Films of Genocide, Ethnic Cleansing, and Atrocities
Edited by John J. Michalczyk & Raymond G. Helmick, SJ

PB | US$ 39.95 £ 25.00 € 30.75 €* 32.90
€** 33.80 SFR 37.00 | 308 pp | 978-1-4331-2293-4

HC | US$ 149.95 £ 92.00 € 115.35
€** 123.40 SFR 139.00 | 978-1-4331-2294-1

While the ashes of the Holocaust were still fresh, Polish Jewish attorney Raphael Lemkin put a name to the tragedy that had decimated his family—genocide. The twentieth century was brutally scarred by the massive scale of genocide and its manifest forms of ethnic cleansing, massacres, and atrocities. And we ask how these horrors can be visually translated to the screen while both maintaining their authenticity and serving as commercial “entertainment.” Through an analysis of a series of poignant films on the plight of the Native Americans, the controversial Armenian genocide, the Holocaust and its legacy, the killing fields of Cambodia, and the Hutu-sponsored massacres in Rwanda, the reader can grasp the driving mechanisms of genocide and ethnic cleansing. The oft-repeated, “Never again” rings hollow to our ears in the wake of these tragedies in a post-Holocaust era. The films discussed here, both features and documentaries, are set in an historical context that sheds light on the dark side of humanity and are then discussed with the hope of better understanding our frailty. In the end, however, we ask can the “unrepresentable” ever be represented?

**Ideal for:** graduate courses in genocide studies, genocide and film, and film and ethics.

**MEDIA HISTORY**

**War of the Worlds to Social Media**
Mediated Communication in Times of Crisis
Edited by Joy Elizabeth Hayes, Kathleen Battles & Wendy Hilton-Morrow

PB | US$ 38.95 £ 24.00 € 29.95 €* 32.00
€** 32.90 SFR 36.00 | 306 pp | 978-1-4331-1800-5

HC | US$ 155.95 £ 96.00 € 119.95
€** 128.30 SFR 144.00 | 978-1-4331-1801-2

While the ashes of the Holocaust were still fresh, Polish Jewish attorney Raphael Lemkin put a name to the tragedy that had decimated his family—genocide. The twentieth century was brutally scarred by the massive scale of genocide and its manifest forms of ethnic cleansing, massacres, and atrocities. And we ask how these horrors can be visually translated to the screen while both maintaining their authenticity and serving as commercial “entertainment.” Through an analysis of a series of poignant films on the plight of the Native Americans, the controversial Armenian genocide, the Holocaust and its legacy, the killing fields of Cambodia, and the Hutu-sponsored massacres in Rwanda, the reader can grasp the driving mechanisms of genocide and ethnic cleansing. The oft-repeated, “Never again” rings hollow to our ears in the wake of these tragedies in a post-Holocaust era. The films discussed here, both features and documentaries, are set in an historical context that sheds light on the dark side of humanity and are then discussed with the hope of better understanding our frailty. In the end, however, we ask can the “unrepresentable” ever be represented?

**Ideal for:** graduate courses in genocide studies, genocide and film, and film and ethics.

**African Americans in the History of Mass Communication**
A Reader
By Naemah Clark

PB | US$ 36.95 £ 23.00 € 28.45 €* 30.40
€** 31.30 SFR 35.00 | 978-1-4331-1818-0

HC | US$ 129.95 £ 80.00 € 99.95 €* 106.90
€** 109.90 SFR 120.00 | 978-1-4331-1819-7

This work offers a variety of stories focusing on how African Americans use the media to educate, advocate, empower and serve others. Stories ranging from the Civil War to the Civil Rights Era, which include different forms of media from cinema and music to newspapers and public relations, offer perspectives that have yet to be told. The book’s concluding chapter includes personal accounts from several of its contributing authors detailing how they researched their chapters for the book. These accounts offer questions designed to generate thought about scholarship and history. Students may use these anecdotes as guides for their own research.

**Ideal for:** courses in cultural studies, media, blacks in the media, history of media/communication, race and media, and minorities in communication as well as cultural history courses.

**POPULAR CULTURE**

**Lifestyle Drugs and the Neoliberal Family**
By Kristin A. Swenson

HC | US$ 89.95 £ 58.00 € 64.20 €* 68.70
€** 70.60 SFR 84.00 | 198 pp | 978-1-4331-1044-3

Popular Culture and Everyday Life; v. 22

Since 1997, direct-to-consumer advertisements for lifestyle drugs have saturated the U.S. television airwaves, print media, and the Internet. Viewers are asked to rethink their children’s difficulty in school as attention deficit disorder, their worry as anxiety, their aching legs...
as restless leg syndrome, and their flagging sex life as sexual dysfunction. For each disorder, there is a corresponding pharmaceutical solution. 

Lifestyle Drugs and the Neoliberal Family examines the advertisements and promotional materials for antidepressants, Viagra, and ADHD medication in order to unpack our contemporary obsession with obtaining easy solutions for difficult problems. Lifestyle Drugs and the Neoliberal Family explores the relationship between women, work, and anti-depressant medication; men, success, and erectile dysfunction medication; children, education, and attention deficit disorder medication; and how even the family dog is now pharmaceutically treated for separation anxiety.

The discourse of these advertisements and promotional materials illuminates the personal experience of living within a society taken over more and more by the policies of neoliberalism, an experience that requires us to invest and manage our own health with the ultimate goal of a materially productive life. Advertisements and promotional materials for medication, and how even the family dog explores the relationship between do indeed work to keep us working. make us better workers, suggesting that cure us of a disorder, but, ultimately, to sexier, happier, and better liked; not to for lifestyle drugs promise to make us materially productive life. Advertisements own health with the ultimate goal of a taken over more and more by the policies of neoliberalism, an experience that requires us to invest and manage our experience of living within a society taken over more and more by the policies of neoliberalism, an experience that requires us to invest and manage our own health with the ultimate goal of a materially productive life. Advertisements and promotional materials for medication, and how even the family dog.
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