

EDUCATION

2020



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

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Vernon C. Lindsay

Capoeira, Black Males, and Social Justice

A Gym Class Transformed

New York, 2019. XVI, 158 pp., 2 b/w ill.

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

hb. • ISBN 978-1-4331-6084-4

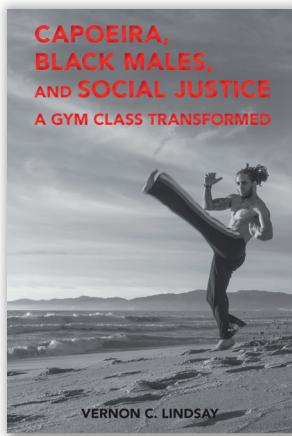
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-6590-0

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

eBook (SUL) • ISBN 978-1-4331-6045-5

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



Are you interested in working with African-American male students to help them succeed beyond the classroom? If so, this book is for you! Capoeira is a martial art created by enslaved Africans in Brazil, and it combines self-defense tactics with dance movements, percussion instruments, freedom songs, sacred rituals, acrobatic maneuvers, and communal philosophies. Through this highly-anticipated follow-up book to *Critical Race and Education for Black Males: When Pretty Boys Become Men*, Vernon C. Lindsay illustrates how Capoeira can serve as a resource to encourage positive self-awareness, leadership, and social justice activism among African-American males.

This book represents thirteen years of Dr. Lindsay's experiences in Capoeira and illustrates how a physical education class evolved into an after-school program aligned with a culturally responsive curriculum. Through research collected at a Chicago elementary school, *Capoeira, Black Males, and Social Justice: A Gym Class Transformed* shows how teachers can use culturally responsive curricular methods to engage African-American male students in meaningful lessons, conversations, and actions. This book is a must-read for teachers and administrators in urban school settings. It demonstrates the potential impact of schools in an era where race, gender, sexuality, economic status, and age continue to influence opportunities. Courses with the following themes will benefit from this book: critical race theory in education; African Americans and schooling; introduction to urban education; race, sports, and extracurricular programs; critical pedagogy; gender, difference, and curriculum; teaching and learning in the multicultural, multilingual classroom.

Miriam Twomey • Clare Carroll (eds.)

Seen and Heard

Exploring Participation, Engagement and Voice for Children with Disabilities

Oxford, 2018. XII, 422 pp., 28 fig. b/w, 14 tables

pb. • ISBN 978-1-78707-516-0

CHF 44.– / €D 37.95 / €A 38.10 / € 34.60 / £ 28.– / US-\$ 42.95

eBook (SUL) • ISBN 978-1-78707-517-7

CHF 44.– / €D 41.95 / €A 41.50 / € 34.60 / £ 28.– / US-\$ 42.95



Seen and Heard:

Exploring Participation, Engagement and Voice for Children with Disabilities

Miriam Twomey and Clare Carroll (Eds)

This volume brings together a range of international contributors to explore new ways of carrying out research with children with disabilities. It also investigates how scholars across a wide variety of disciplines are engaging with one another in innovative research and practice related to children's engagement, participation, agency and voice. It includes perspectives from fields as diverse as psychology, early childhood studies, speech and language therapy

(SLT), occupational science and therapy (OST), law, education and disability studies. A wide range of creative and practical methodologies for eliciting children's voices are interrogated and articulated in the book, which will be of interest to both professionals and researchers.

MIRIAM TWOMEY is Assistant Professor in Early Intervention at the Centre for People with Intellectual Disabilities (TCPID), at the School of Education, Trinity College Dublin. She has a background in teaching and research in the fields of early intervention, autism spectrum disorders and intellectual and neurodevelopmental disabilities.

CLARE CARROLL is Lecturer in Speech and Language Therapy at NUI Galway. Before entering academia, she worked as a speech and language therapist, where she established her interest in early intervention disability services. Her other research interests include integrated care, team working, and the participation of children with disabilities in research.

Warren J. Blumenfeld

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

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

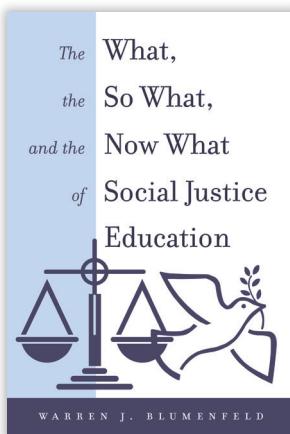
Equity in Higher Education Theory, Policy, and Praxis. Vol. 12

hb. • ISBN 978-1-4331-6099-8

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

eBook (SUL) • ISBN 978-1-4331-6062-2

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



The What, the So What, and the Now What of Social Justice Education uses a three-tier format to present a foundational guide for the implementation of social justice education. The book also outlines some best theoretical practices that can be developed to work toward more equitable communities. *The What, the So What, and the Now What of Social Justice Education* begins with the *What* of social justice education by defining primary and secondary terminology and introducing an overarching conceptual framework within this field of inquiry. The *So What* of social justice education

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

Jacquelyn Chappel

Engendering Cosmopolitanism Through the Local

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

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

pb. • ISBN 978-1-4331-6415-6

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

eBook (SUL) • ISBN 978-1-4331-6014-1

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

Engendering Cosmopolitanism Through the Local presents a critique of multicultural education, which tends to focus on multiculturalism at the expense of a truly international curriculum. While lessons in multiculturalism are oftentimes well intentioned, this book begins with the premise that we do a disservice by imparting lessons in international culture and history through multiculturalism, which can perpetuate insularity even as it claims to promote global coverage. The book offers background on World Literature, a term used for one hun-

dred years to refer to a global literary tradition; reviews the numerous challenges of reading cross culturally; and provides an overview of cosmopolitanism, a two-thousand-year-old concept referring to our ability to appreciate cultures and nations different from our own. The book also shares the stories of three teachers who engaged their students with international literature by connecting texts topically or thematically with the students' lived experiences. The book closes with suggested curriculum on modern Chinese literature. *Engendering Cosmopolitanism Through the Local* provides important and practical background information invaluable to courses on literacy, children's literature, multicultural education, and global studies.

CJ Kent

Writing for College and Beyond

Life Lessons from the College Composition Classroom

New York, 2019. XXII, 238 pp., 1 table

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

hb. • ISBN 978-1-4331-4693-0

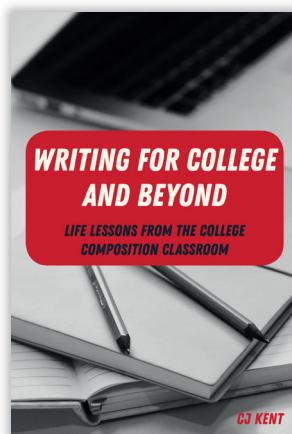
CHF 129.- / €D 111.95 / €A 114.60 / € 104.20 / £ 84.- / US-\$ 124.95

pb. • ISBN 978-1-4331-4722-7

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

eBook (SUL) • ISBN 978-1-4331-5694-6

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



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

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

Jerry Worley · Logan Roshell

Building, Maintaining, and Repairing Classroom Relationships

This Room of Earth and Sky

New York, 2019. X, 220 pp.

hb. • ISBN 978-1-4331-6797-3

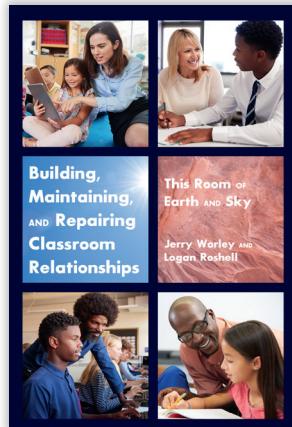
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-6796-6

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

eBook (SUL) • ISBN 978-1-4331-6790-4

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



Now more than ever, students need support. To meet their needs, educators should encourage their students to break from the mainstream by inspecting their experiences, and therefore expressing their own values. This endeavor will lead students to make choices that are best for themselves and others. It is important to support students in both relating and connecting to society, and to have hope and joy for meeting the day full on. Educators need to give their students the opportunity to reveal their life histories, experiences, perspectives, and expectations in ways that are themed

with the educators' class curriculums. Doing so will naturally build inter-subjectivity. Increased inter-subjectivity leads to meaningful relationships and higher achievement. In turn, this will lead to stronger social relatedness and connectedness. The purpose of *Building, Maintaining, and Repairing Classroom Relationships* is simple: to quickly build classroom relationships in a metaphorical, colorful, and creative way. This can be accomplished by theming curriculum with phenomenology, experience, and values clarification (PEVC) strategies. This book is set up in a concrete, sequential, and linear fashion, and is designed to meet the needs of a variety of educators and leaders. It is arranged to be browsed for quick reference for teachers who are busy and need relationship building strategies, fast.

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

Brothers in Charge

Black Male Leadership in Higher Education and Public Health

New York, 2019. XII, 150 pp.

Black Studies and Critical Thinking. Vol. 73

hb. • ISBN 978-1-4331-3130-1

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

pb. • ISBN 978-1-4331-3129-5

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

eBook (SUL) • ISBN 978-1-4331-5980-0

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

The U.S. Bureau of Labor Statistics (2012) reported that in 2011, black males held 9.7 percent of management positions in the United States. *Brothers in Charge: Black Male Leadership in Higher Education and Public Health* offers the unique perspectives of a number of black males who have attained leadership positions against many odds in higher education or in public health. This book includes contributed chapters by Dr. Alphonso Simpson, Dr. John R. Lumpkin, Dr. Sherwood Thompson, Dr. John C. Williams, and others. *Brothers in Charge* is meant to inspire leaders of today and tomorrow to seek positions in disciplines where they are underrepresented, especially within the education and health fields. *Brothers in Charge* is intended for professionals in both higher education and public health who aspire to be leaders in these disciplines.

Iwona Zamkowska

Religious Liberty in the Educational System of the United States

From the 1980s to the Present

Berlin, 2020. 310 pp., 4 tables.

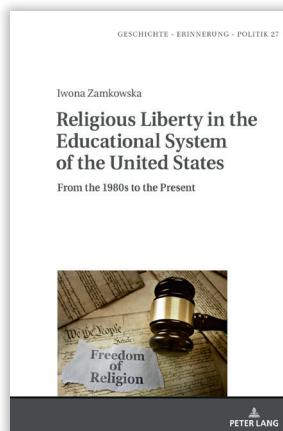
Geschichte – Erinnerung – Politik. Studies in History, Memory and Politics. Vol. 27

hb. • ISBN 978-3-631-79060-1

CHF 70.– / €D 59.95 / €A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95

eBook (SUL) • ISBN 978-3-631-80005-8

CHF 70.– / €D 66.95 / €A 67.30 / € 56.10 / £ 46.– / US-\$ 67.95



Nearly a third of religious liberty cases decided by the U.S. Supreme Court addressed religion and education. Numbers that high, the problem definitely deserves consideration of international public. What were the main forces that shaped religious liberty in public education in one of its most formative periods? Did the introduction of religious liberty legal framework in public schools advance religious liberty of students as independent autonomous actors? The author discusses this cultural problem from a broad and complex perspective: both internationally recognized theory of a child's religious freedom rights and the American models of religious liberty. To cover a wide spectrum of viewpoints, she analyses a broad selection of documents, from state and NGO publications to media coverage.

Kelly Cleeve

Raising Resilient Children

Parents and Teachers Working in Partnership to Empower the Children in Our Lives

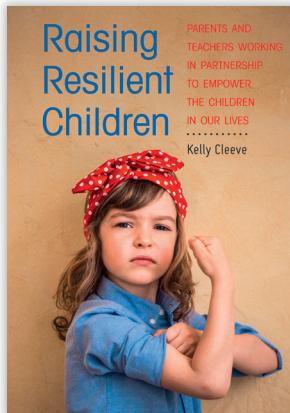
New York, 2020. XIV, 114 pp.

hb. • ISBN 978-1-4331-7376-9

CHF 82.– / €D 71.95 / €A 73.30 / € 66.70 / £ 54.– / US-\$ 79.95

eBook (SUL) • ISBN 978-1-4331-7378-3

CHF 82.– / €D 79.95 / €A 80.– / € 66.70 / £ 54.– / US-\$ 79.95



Raising Resilient Children: Parents and Teachers Working in Partnership to Empower the Children in Our Lives provides tips that you can use in your daily interactions with children to create an environment in which children will thrive. We all want to raise good children, children who are kind, smart and well prepared to become adults in an increasingly complicated world. The best predictor of a child's future success is their level of resilience, their ability to overcome challenge. Yet, this skill set has been largely ignored in the past. Teachers and parents are the greatest influences on a child's

mindset and if we work together to foster resilience in our children, their potential for happiness and success increases exponentially. If you are a teacher, looking for practical classroom tips to increase emotional intelligence and self-regulation, this book is for you. If you are a parent, in search of ideas for how to elevate your child's mental well-being, this book is for you too.

Rod Kippax

Disrupting Schools

The Institutional Conditions of Disordered Behaviour

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

Disability Studies in Education. Vol. 23

hb. • ISBN 978-1-4331-6230-5

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

pb. • ISBN 978-1-4331-6231-2

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

eBook (SUL) • ISBN 978-1-4331-6258-9

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

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

Ahoud Al-Asfour

Higher Education Privatization in Kuwait

A Study in the Processes of Policy Production

Berlin, 2019. 279 pp., 19 fig. b/w, 9 tables

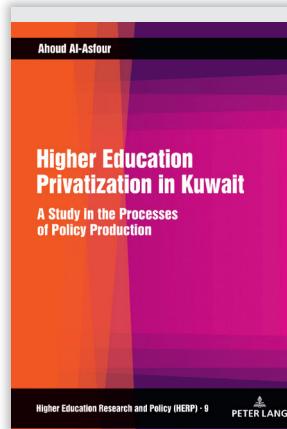
Higher Education Research and Policy. Vol. 9

hb. • ISBN 978-3-631-77296-6

CHF 58.– / €D 49.95 / €A 51.40 / € 46.70 / £ 38.– / US-\$ 56.95

eBook (SUL) • ISBN 978-3-631-77297-3

CHF 58.– / €D 55.95 / €A 56.– / € 46.70 / £ 38.– / US-\$ 56.95



Over the past four decades, higher education privatization became a common policy choice for higher education reforms in most emerging systems due to lack in public resources. In Kuwait however, similar financial pressures did not exist. Influenced by the "glonacal agency heuristic," the author investigates the processes of its policy production. Following a comparative qualitative approach, the book concludes that privatization is not a necessary outcome of globalization, but that the production of higher education privatization policies in Kuwait has involved a complex interplay

of both local and global factors, with contextual realities playing a crucial role not only in the introduction of these policies but also in defining the form of privatization that is currently being implemented.

Lawrence Baines

Privatization of America's Public Institutions

The Story of the American Sellout

New York, 2019. XVIII, 172 pp., 5 b/w ill., 25 tbl.

hb. • ISBN 978-1-4331-6433-0

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

pb. • ISBN 978-1-4331-6432-3

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

eBook (SUL) • ISBN 978-1-4331-6434-7

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



Privatization of America's Public Institutions describes the transformation of the military, K-12 public schools, public universities and colleges, and prisons into enterprises focused on generating profits for a select few. In many cases, privatization has limited accessibility, promoted segregation, fueled declining standards, increased costs, and reduced quality.

Brian Charest · Kate Sjostrom (eds.)

Unsettling Education

Searching for Ethical Footing in a Time of Reform

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

Social Justice Across Contexts in Education. Vol. 11

hb. • ISBN 978-1-4331-6350-0

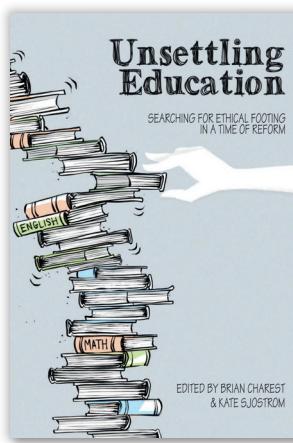
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-6701-0

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

eBook (SUL) • ISBN 978-1-4331-6702-7

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



Unsettling Education: Searching for Ethical Footing in a Time of Reform offers a counter-narrative to the prevailing orthodoxies of schooling and school reform that conflate education and learning with that which can be measured on state-mandated examinations. Despite the push to “settle” the purposes of teaching and schooling in ways that see education as the teaching of a discrete set of skills that align with standardized exams, there are teachers and students who continue to resist standardization and whose stories suggest there are many ways to organize schools, design curriculum, and un-

derstand the purposes of education. *Unsettling Education* shares stories of how teachers have resisted state and local mandates to teach to the test in dehumanizing ways, how such teachers have sought to de-commodify educational spaces, how they have enacted their ethical commitments to students and communities, and how they have theorized such practices, sometimes even reconsidering their roles as teachers and the very purposes of schooling. Volume contributors offer concrete ways in which teachers might challenge the structures of schooling to reveal the full humanity and potential of students through different forms of resistance pedagogy, institutional critiques, and critical self-reflection. Featuring a wide range of voices and contexts, the collections’ chapters blend story and theory, resulting in a volume both accessible and thought-provoking to varied audiences—from undergraduate students of education and concerned citizens to veteran educators, teacher educators, administrators, and policymakers.

Joseph N. Cooper

From Exploitation Back to Empowerment

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

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

hb. • ISBN 978-1-4331-6156-8

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

pb. • ISBN 978-1-4331-6155-1

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

eBook (SUL) • ISBN 978-1-4331-6090-5

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

Previous critics have documented the damaging effects of the current exploitative sporting and education structures in the United States on Black males and the broader Black community. However, largely miss-

ing from scholarly literature and popular discourses on this topic is a comprehensive analysis of the heterogeneity among Black male athletes’ lived experiences and outcomes over their lifespans. *From Exploitation Back to Empowerment: Black Male Holistic (Under)Development Through Sport and (Mis)Education* by Joseph N. Cooper addresses three major issues: (1) the under theorization of Black male athletes’ socialization processes, (2) the preponderance of deficit-based theories on Black male athletes, and (3) the lack of expansive analyses of Black male athletes from diverse backgrounds. Grounded in empirical research, this text outlines five socialization models of Black male holistic (under)development through sport and (mis)education. The five socialization models include: (a) illusion of singular success model (ISSM), (b) elite athlete lottery model (EALM), (c) transition recovery model (TRM), (d) purposeful participation for expansive personal growth model (P²EPGM), and (e) holistic empowerment model (HEM). Using ecological, race-based, gender-based, psychological, and athletic-based theories, each of the proposed models incorporates critical sociological insights whereby multi-level system factors (sub, chrono, macro, exo, meso, and micro) along with various intersecting identities and additional background characteristics are taken into account. In addition, historical, sociocultural, political, and economic conditions are examined in relation to their influence on Black males’ socialization in and through sport and (mis)education. This nuanced analysis allows for the development of a systematic blueprint for Black male athletes’ holistic development and more importantly collective racial and cultural uplift.

Shane Duggan · Emily Gray · Peter James Kelly · Kirsty Finn · Jessica Gagnon (eds.)

Social Justice in Times of Crisis and Hope

Young People, Well-being and the Politics of Education

New York, 2019. VI, 250 pp., 2 b/w ill.

Global Studies in Education. Vol. 34

hb. • ISBN 978-1-4331-6214-5

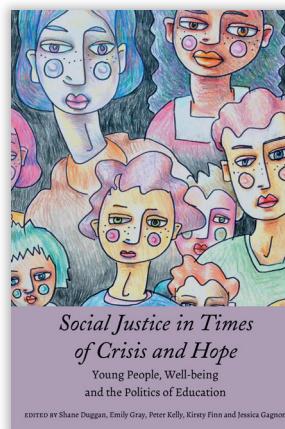
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-6213-8

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

eBook (SUL) • ISBN 978-1-4331-6369-2

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



The first two decades of the 21st century have been characterised by conflict, displacement, growing economic insecurity and austerity. Increasing social polarisation has meant that contemporary societies are becoming more unequal with smaller segments of the population having access to the most wealth. Ongoing conflicts around the world and the ongoing refugee crisis in Europe has only intensified calls for justice, equity, compassion and understanding. We live in times of despair and conflict, but also times of hope and action. *Social Justice in Times of Crisis and Hope* examines the possibilities and consequences of the relationship between young people, well-being, education and social justice in times of crisis and hope. Drawing together contributions from around the globe, the chapters examine the role of young people in contemporary social movements, the kinds of demands that are being made by the world’s young people and the spaces within which they are making such demands. Authors engage with notions of justice and well-being, what this means in the

contemporary moment and for whom. They interrogate the politics of increasingly global education to think about the limits and possibilities, challenges and opportunities, for education to play a role in delivering on the promise of social justice.

Abdin Noboa-Rios

The Story of Latinos and Education in American History

New York, 2019. XX, 256 pp.

Critical Studies of Latinxs in the Americas. Vol. 21

hb. • ISBN 978-1-4331-6736-2

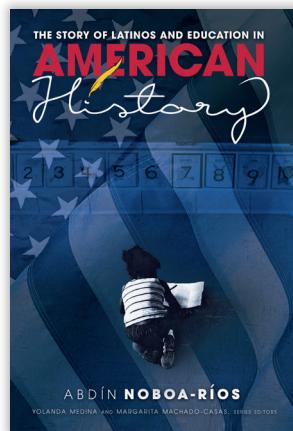
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pb. • ISBN 978-1-4331-6735-5

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eBook (SUL) • ISBN 978-1-4331-5926-8

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



The 2014–2015 academic year marked the first year that American, preK–12 public school enrollment became majority nonwhite, with Hispanic/Latino as the largest minority. Population shifts have continued to occur, with Latinos now representing 28% of public school students. American public schools are in trouble, with national achievement reaching new lows and progress for nearly two-thirds of all 4th and 8th graders below proficiency levels and stagnant for years. According to the Nation's Report Card, students of color rank lowest, with Latinos and African Americans consistently at the bottom. To understand the history of Latinos in particular, *The Story of Latinos and Education in American History* goes back in time to recreate the story. In this book, Dr. Noboa-Ríos relates the dark legacy before and after *Plessy*, as well as the post-*Brown* challenges that linger. For a better and more balanced future for the nation, America's challenge is to ensure that Latino students excel. Understanding how and why this dark history has occurred is imperative to rectify the situation.

John E. Petrovic

Unschooling Critical Pedagogy, Unfixing Schools

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

hb. • ISBN 978-1-4331-6185-8

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

pb. • ISBN 978-1-4331-6181-0

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

eBook (SUL) • ISBN 978-1-4331-6182-7

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

Though conservatives and criticalists perhaps espouse different values and social assumptions as rationale for reforming schools, they both seek to "fix" schools. *Unschooling Critical Pedagogy, Unfixing Schools* argues that in this move to fix, they both either deny or misread the material dimension of schooling, thereby unnecessarily limiting possibilities for human flourishing within educational environments. In order to unfix schools, making them dynamic and critical places of en-



agement, educators must review and revive their critical roots through Marx to overcome the educational necrophilia that has simply overwhelmed schools through the material conditions both within and without. Critical pedagogy is insufficient for such a project, with some iterations of it becoming errors of commission. Moving from Marx to Althusser to Illich, *Unschooling Critical Pedagogy, Unfixing Schools* concludes with a recommendation for unschooling in schools which requires getting students out of schools as much as possible.

Annemarie Profanter (ed.)

Kulturen im Dialog V

Culture in Dialogo V

Cultures in Dialogue V

Fünftes JungakademikerInnen-Forum in Südtirol

Quinto Forum per Neolaureati in Alto Adige

Fifth Forum for Young Graduates in South Tyrol

Berlin, 2019. 158 S., 1 farb. Abb, 5 s/w Abb.

Interkultureller Dialog. Vol. 8

hb. • ISBN 978-3-631-77806-7

CHF 35.– / €^D 29.95 / €^A 30.80 / € 28.– / £ 23.– / US-\$ 33.95

eBook (SUL) • ISBN 978-3-631-78194-4

CHF 35.– / €^D 32.95 / €^A 33.60 / € 28.– / £ 23.– / US-\$ 33.95



Annemarie Profanter (Hrsg./dir./ed.)

Kulturen im Dialog V

Culture in Dialogo V

Cultures in Dialogue V

Fünftes JungakademikerInnen-Forum in Südtirol
Quinto Forum per Neolaureati in Alto Adige
Fifth Forum for Young Graduates in South Tyrol

Interkultureller Dialog 8

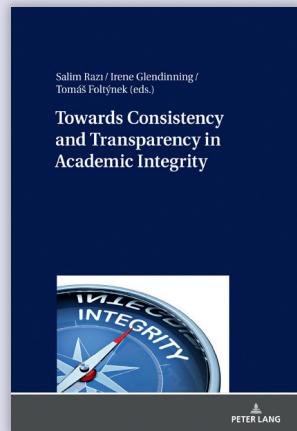
Herausgegeben von Annemarie Profanter

JungakademikerInnen unterschiedlicher Fachgebiete haben sich mit der Idee den interdisziplinären sowie interkulturellen wissenschaftlichen Dialog zu fördern ans Werk gemacht und setzen sich in ihren Beiträgen mit internationalen Fragen beziehungsweise regionalen Themen auseinander. Neolaureati di diverse facoltà con l'idea di promuovere il dialogo interdisciplinare come anche quello scientifico interculturale si sono dati da fare e trattano nelle loro opere questioni internazionali ossia temi regionali. In an aim to promote an interdisciplinary and intercultural scientific dialog young graduates of diverse disciplines have tackled the task of intensive investigation into «cultures in dialogue». In their contributions they deal with questions about international and regional issues.

Salim Razi · Irene Glendinning · Tomáš Foltýnek (eds.)
**Towards Consistency and Transparency
in Academic Integrity**

Berlin, 2018. XII, 253 pp., 43 fig. b/w, 29 tables

hb. • ISBN 978-3-631-77985-9
 CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 / £ 44.– / US-\$ 64.95
 eBook (SUL) • ISBN 978-3-631-78158-6
 CHF 66.– / €^D 62.95 / €^A 64.– / € 53.30 / £ 44.– / US-\$ 64.95



This book is an outcome of the 4th International Conference «Plagiarism across Europe and Beyond» organized by Çanakkale Onsekiz Mart University, Mendel University in Brno, and the European Network for Academic Integrity. The conference is co-funded by the Erasmus+ Strategic Partnerships Programme of the European Union. It aims to be a forum for sharing best practices and experiences by addressing issues of academic integrity from a wide-scope global perspective.

With regards to the crucial role of ethics and honesty in academic work, universities are in need of more effective policies against infringements of academic standards. The papers in this book therefore aim to contribute to the standardization of consistent and transparent approaches to issues of academic integrity from several perspectives.

SALIM RAZI is Associate Professor at the English Language Teaching Department of Çanakkale Onsekiz Mart University, Turkey and a Board member of ENAI.

IRENE GLENDINNING is based in the Office of Teaching and Learning at Coventry University, UK and Vice President of ENAI.

TOMÁŠ FOLTÝNEK is an academic integrity coordinator at the Faculty of Business and Economics, Mendel University in Brno, Czechia, and President of ENAI.

Stephen Sadlier

Movements on the Streets and in Schools

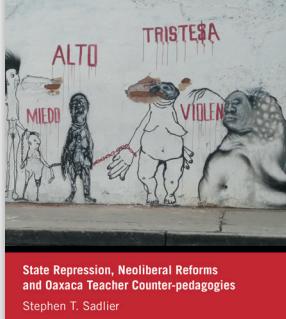
State Repression, Neoliberal Reforms, and Oaxaca Teacher Counter-pedagogies

New York, 2019. XVIII, 266 pp., 8 b/w ill.

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

Research links social movement and education, but almost no related studies address classroom practices. Oaxacan teachers in this ethnography are political and pedagogical pioneers who move between the streets and schools. This book materializes from the practices of politics in classrooms and the manifestations and rural *primaria* communi-

Movements on the Streets and in Schools



nities in a major migration-sending region of Southeastern Mexico. *Movements on the Streets and in Schools* theorizes teaching and activism in creative tension, with what Anna Tsing called “friction of global connection.” Using friction, three contentious concepts emerge: quality, patrimony, and governability. Through the engaged universals of quality, patrimony, and governability, this book describes and analyzes how activism and teaching intertwine on the city streets and in the rural schools. Here, teaching, between uprisings, police raids, and austerity reforms, reveals how operating critically transcends a centered critical project. For instance, quality, to state and corporate philanthropists, leads to standardization, but parents and pupils rally around quality education to demand learning-centered schools. Likewise, patrimony may drive heritage for the tourist market, but patrimony also permits teachers to claim labor rights on historical grounds. Lastly, governability, an NGO imperative for Global Southern countries like Mexico, becomes pedagogical when the misrule of state authorities leads to police raids against teachers and cuts to public education. *Movements on the Streets and in Schools* is timely, as the activism-schooling nexus has just begun to generate interest with high-profile events on and around campuses worldwide. Both pre- and in-service teachers, education activists, administrators, and professors alike will find this book essential in bringing activism into their classroom practices in a clear and cohesive manner.

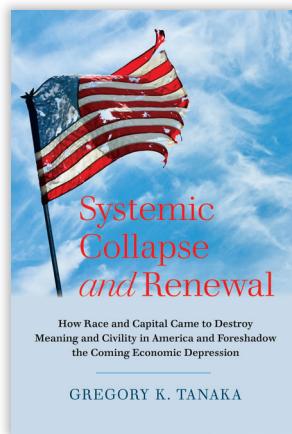
Gregory K. Tanaka (ed.)

Systemic Collapse and Renewal

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

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

hb. • ISBN 978-1-4331-4740-1
 CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95
 pb. • ISBN 978-1-4331-4826-2
 CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
 eBook (SUL) • ISBN 978-1-4331-4745-6
 CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95



In a time of great U.S. and global social unrest and unravelling, *Systemic Collapse and Renewal* presents a blueprint for how Americans can respond to that unrest by reclaiming and rebuilding our democracy. Part I of the book traces the deep, underlying sources of the disintegration and collapse. Through storytelling, case history, and ethnography, it examines how a small group of “elites” used ethnic diversity resulting from global migration to the U.S. as a distraction while they implemented a planned, behind-closed-doors strategy to seize the democracy and ruin the middle class.

With the former representative democracy hijacked by these moneyed interests, this book demonstrates that it remains quintessentially American to believe that there is always a way out, and that the encroaching

acts of fascism by “elites” can be pushed back and defeated. Tapping into this optimism, Part II of *Systemic Collapse and Renewal* sets forth a path for democratic rebirth. That path begins by examining that which was taken away: the shared meanings (cultural norms, beliefs, and behaviors) that are deeply American and can be re-taught, celebrated, and once again used by Americans to build social cohesion as a country. Part II also urges a new U.S. educational and social movement based on mutual reliance—and on the healing of wounds—for an increasingly diverse country. Democratic renewal begins with the simple step of sharing our stories and our dreams about how to make a better world.

Gerd-Bodo von Carlsburg (Hrsg.)

Transkulturelle Perspektiven in der Bildung – Transcultural Perspectives in Education

Berlin, 2019. 502 S., 86 s/w Abb., 29 Tab.

Baltische Studien zur Erziehungs- und Sozialwissenschaft. Baltic Studies in Educational and Social Sciences. Bd. 34

geb. • ISBN 978-3-631-79100-4

CHF 93.– / €D 79.95 / €A 82.20 / € 74.80 / £ 61.– / US-\$ 90.95

eBook (SUL) • ISBN 978-3-631-79804-1

CHF 93.– / €D 88.95 / €A 89.80 / € 74.80 / £ 61.– / US-\$ 90.95

Dieser Band dokumentiert eine Reihe von ausgewählten Beiträgen der XXII. Internationalen wissenschaftlichen Konferenz *Bildungsreform und Lehrerausbildung* zum Thema »Transkulturelle Perspektiven in der Bildung«, die vom Ministerium für Bildung und Wissenschaft der Republik Litauen und der Vilnenser Akademie für Bildungswissenschaften der Vytautas Magnus Universität in Kaunas (VDU) gemeinsam konzipiert und veranstaltet wurden. Im Fokus standen der Diskurs kulturwissenschaftlicher Bildungsforschung und der Austausch von Beispielen transkultureller pädagogischer Praxis in der Hochschul- und Schulbildung. Der Erwerb dieser interaktiven Kompetenzen in der kulturwissenschaftlichen Forschung ist Voraussetzung für die Bildung einer Identität, die den Herausforderungen unserer Gesellschaft im kommenden Jahrzehnt gerecht wird. This volume presents a series of selected contributions from the XXIInd International Scientific Conference on *The Reform of Education and Teacher's Training* dealing with the topic »Transcultural Perspectives in Education«, which was conceived and organized by the Ministry of Education and Science of the Republic of Lithuania together with the Vilnius Academy of Educational Science at Vytautas-Magnus-University in Kaunas (VDU). The focus of attention was the discourse on research in cultural studies and the exchange of examples of transcultural pedagogical practice in Higher and Secondary Education. The acquisition of interactive competencies in cultural research is a prerequisite for the formation of identity in order to meet the challenges our society will be facing in the coming decade.

Sonia Borges

Militant Education, Liberation Struggle, Consciousness:

The PAIGC education in Guinea Bissau 1963-1978.

Berlin, 2019. 268 pp., 24 b/w ill., 10 b/w fig., 8 b/w tab.

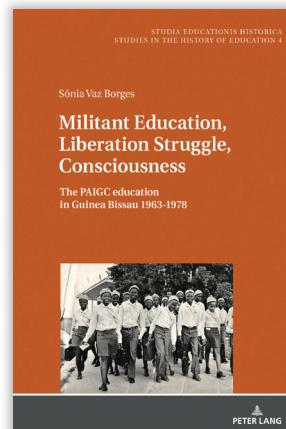
Studia Educationis Historica. Bildungsgeschichtliche Studien / Studies in the History of Education / Estudios de Historia de la Educación. Vol. 4

hb. • ISBN 978-3-631-71942-8

CHF 60.– / €D 51.95 / €A 53.40 / € 48.60 / £ 40.– / US-\$ 58.95

eBook (SUL) • ISBN 978-3-631-77944-6

CHF 60.– / €D 57.95 / €A 58.30 / € 48.60 / £ 40.– / US-\$ 58.95



This present work brings to light the educational project developed by the African Party for the Independence of Guinea Bissau and Cape Verde (PAIGC) during the period of the armed liberation struggle against the Portuguese colonial regime in Guinea Bissau (1963–1974). The work goes further to explore the practices of education in the period after independence until 1978. It includes an extended analysis of reports and printed material produced by the PAIGC, and expands its sources to oral testimonies, exploring the individual and collective experiences on education under the colonial regime,

that finally led the Party militants to develop their concept, practices and materials for the militant education project. An invaluable contribution to the history of education in Guinea Bissau in specific and African and World history of education in general, the present work leads the reader through the paths of education during e colonialism, and the challenges to the process of decolonize education during and after the armed conflict for independence and liberation.

Margaret Buck

Renewing the Church-State Partnership for Catholic Education

Engaging with the Challenge of Academisation

Oxford, 2020. XVI, 306 pp

hb. • ISBN 978-1-78997-582-6

CHF 85.– / €D 72.95 / €A 74.70 / € 67.90 / £ 55.– / US-\$ 82.95

eBook (SUL) • ISBN 978-1-78997-583-3

CHF 85.– / €D 80.95 / €A 81.50 / € 67.90 / £ 55.– / US-\$ 82.95

In light of changes to the English national educational policy context since the Academies Act 2010, this book examines the relationship between the Catholic Church and the English State with regard to the provision of education in diocesan Catholic schools. The author proposes why, where, and how this partnership should be modified and reinforced in order that the needs of children learning and growing to maturity in Catholic schools, the mission of the church and the common good of society can be addressed. This book, which is not simply about academisation, should be of interest to bishops, diocesan officers, senior leaders and teachers in Catholic schools and academies, directors and governors of the same, as well as many others with a professional or personal interest in English Catholic education. The aim is to put Christ at the centre and children first when envisioning the preferred future for Catholic education in a post-Brexit world.

Lee Campbell (ed.)

Leap into Action

Critical Performative Pedagogies in Art & Design Education

New York, 2020. XII, 290 pp., 10 b/w ill.

hb. • ISBN 978-1-4331-6640-2

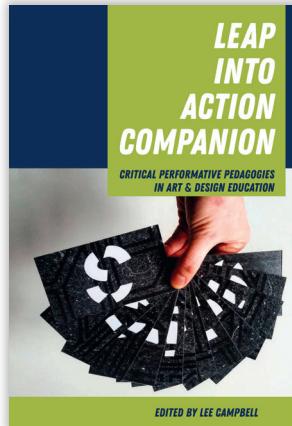
CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

hb. • ISBN 978-1-4331-6644-0

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

eBook (SUL) • ISBN 978-1-4331-6645-7

CHF 93.– / €^D 89.95 / €^A 90.– / € 75.– / £ 60.– / US-\$ 89.95



This companion to *Leap into Action: Critical Performative Pedagogies in Art & Design Education* extends the research and the argumentation addressed in the monograph and provides (further) practical insight into how one might apply performative pedagogy in class, including what performative teaching and learning looks like day to day and what *technoparticipation* entails. This publication operates as an instruction manual on the sophisticated deployment of performative strategies *in practice*. Each contribution embraces an easy-to-follow presentation style that starts with a

contextual introduction outlining a specific innovative pedagogic performative strategy. The strategy is then laid out as a set of instructions (think Fluxus for teachers), with self-reflective discussion to conclude. This echoes a three-stage learning process: *Anticipation, Action and Analysis*, a reflective model of practice for you to use and adapt to suit your own practice trajectories.

Antje Eder

Implementierung des Lernfeldkonzeptes im landwirtschaftlichen Unterricht in Bayern

Berlin, 2019. 338 S., 22 farb. Abb., 38 s/w Abb., 25 Tab.

Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 37

geb. • ISBN 978-3-631-77862-3

CHF 81.– / €^D 69.95 / €^A 71.90 / € 65.40 / £ 54.– / US-\$ 78.95

eBook (SUL) • ISBN 978-3-631-80046-1

CHF 81.– / €^D 77.95 / €^A 78.50 / € 65.40 / £ 54.– / US-\$ 78.95

Viele bisher erfolgte Einführungen von lernfeldorientierten Lehrplänen schöpfen das unterrichtsbezogene Potential des Lernfeldansatzes an den Berufsschulen meist nicht aus. Ausgangspunkt der vorliegenden Untersuchung ist die Anpassung des bisher fachsystematischen Lehrplans im Ausbildungsberuf Landwirt in Bayern an das Lernfeldkonzept. Neu an dem gewählten Implementationsansatz ist die umfassende Vorgehensweise, bei der die Autorin durch eine kontinuierliche wissenschaftliche Begleitung einen exemplarischen Prozessablauf für Lehrplanimplementierungen entwickelt, fördernde Maßnahmen diagnostiziert und Unterstützungsstrukturen für eine externe Begleitung erarbeitet.

Blanka Kudláčová · Andrej Rajský (eds.)

Education and «Pädagogik»

Philosophical and Historical Reflections (Central, Southern and South-Eastern Europe)

Berlin, 2019. 328 S., 2 Tab.

Spectrum Slovakia. Vol. 19

hb. • ISBN 978-3-631-77511-0

CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 / £ 44.– / US-\$ 64.95

eBook (SUL) • ISBN 978-3-631-78313-9

CHF 66.– / €^D 62.95 / €^A 64.– / € 53.30 / £ 44.– / US-\$ 64.95



The book approaches education and the science of education (Ger. *Pädagogik*) from two perspectives: philosophical and historical. The philosophical perspectives (the first part of the book) explore key philosophical influences underlying the notion of *Pädagogik*. Questions are raised about the status of philosophy of education, and of *Pädagogik* as a field of study. The nature and scope of their contributions in academic workplaces are critically reviewed. Concerning the historical perspectives (the second part of the book), these explore key historical moments in the development of

Pädagogik as a scientific and academic discipline in individual countries of Central, Southern and South-Eastern Europe, based on the original German tradition.

Viktor Lechta · Nad'a Bizová (eds.)

Key Components of Inclusive Education

Berlin, 2019. 264 S.

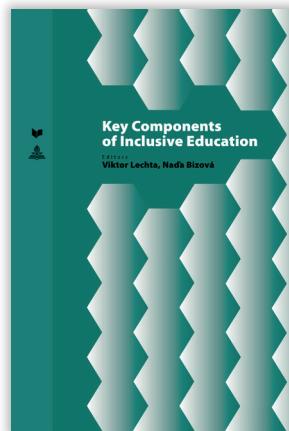
Spectrum Slovakia. Vol. 22

hb. • ISBN 978-3-631-76858-7

CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.10 / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-3-631-78303-0

CHF 52.– / €^D 49.95 / €^A 50.50 / € 42.10 / £ 35.– / US-\$ 50.95



This monograph links to the monograph “Reflection of Inclusive Education of the 21st Century in Correlative Scientific Fields” (Lechta, V. - Kudláčová, B., Frankfurt: Peter Lang 2013). It should be a summary of the most relevant components of inclusive education and proposals for further development. The co-authors are influential representatives of inclusive education from Slovakia, the Czech Republic, Hungary, Poland and Germany. Structure of authors present their findings from the aspect of pedagogy, psychology, special education, therapeutic education, social pedagogy, history, philosophy, psychology, law, medicine in this field in its transdisciplinary correlation. The monograph is intended mainly for the experts from all the disciplines that participate in the care of people with disabilities, as well as students and parents that are interested in it.

Olivier Marty

Enseignements à distance

Des arts savants, le génie d'un métier, l'instruction en valeurs : anthropologies d'une organisation éducative

Berlin, 2020. 234 p., 25 ill. n/b.

br. • ISBN 978-2-8076-1374-4

CHF 51.– / €^D 43.95 / €^A 45.10 / € 41.– / £ 34.– / US-\$ 49.95

eBook (SUL) • ISBN 978-2-8076-1375-1

CHF 51.– / €^D 48.95 / €^A 49.20 / € 41.– / £ 34.– / US-\$ 49.95

Les enseignements à distance émanent de l'endroit des signes ; ils permettent l'élévation par des messages lointains. D'où viennent ces signes ? Qui les adressent ? Qui sont les enseignants à leur origine ? Comment pensent, travaillent et évaluent ceux qui font l'enseignement à distance ? C'est à ces questions de recherches anthropologiques que répond l'ethnographie que nous livrons ici ; elle a pris place pendant trois années dans une organisation éducative vénérable, grâce à son site dédié à l'enseignement supérieur – dont nous garderons l'anonymat par déontologie. La professionnalité de la profession de professeur, qui est parole devant audience, laisse alors place à une industrie du signe paradoxale, souvent muette dans les fascicules, parfois loquace sur des enregistrements sonores, voire audiovisuels et numériques. Les arts et les métiers, que nous décrirons par le détail, montrent une pensée gestionnaire à l'œuvre dans cette institution (c'est le lien formation-emploi) ; un génie nouveau, à la fois ingénue, car libre, et ingénieux puisqu'inventif avec des supports modernes, comme la classe virtuelle. Mais nous verrons aussi la permanence des valeurs de l'instruction par l'évaluation qualitative, supérieure à la masse des nombres. Faisant abstraction des péripeties du quotidien, vous pourrez lire une anthropologie de l'éducation qui est une anthropologie des savoirs, non pas produits, mais de ceux qui les produisent. C'est l'anthropologie d'une organisation éducative, économique par l'agence étudiée dans son labour, mais aussi épistémique par ses objets, résultats et conditions de possibilités.

Jennifer M. Matos

La Familia and Other Secret Ingredients to Latinx Student Success

New York, 2019. XVIII, 152 pp., 6 tables

hb. • ISBN 978-1-4331-6270-1

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

pb. • ISBN 978-1-4331-6756-0

CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95

eBook (SUL) • ISBN 978-1-4331-6830-7

CHF 40.– / €^D 38.95 / €^A 39.– / € 32.50 / £ 26.– / US-\$ 38.95



La Familia and Other Secret Ingredients to Latinx Student Success

JENNIFER M. MATOS

groups. *La Familia and Other Secret Ingredients to Latinx Student Success* is suitable for educators at all levels. This book can be used in general education and teacher preparation courses, ethnic studies courses, training for individuals in helping professions, or to launch exciting new dialogue.

Mona Massumi

Migration im Schulalter

Systemische Effekte der deutschen Schule und Bewältigungsprozesse migrierter Jugendlicher

Berlin, 2019. 446 S., 23 s/w Abb., 15 Tab.

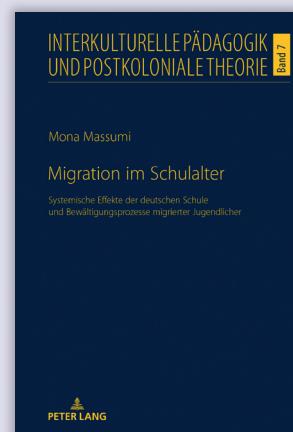
Interkulturelle Pädagogik und postkoloniale Theorie. Bd. 7

geb. • ISBN 978-3-631-79078-6

CHF 81.– / €^D 69.95 / €^A 71.90 / € 65.40 / £ 54.– / US-\$ 78.95

eBook (SUL) • ISBN 978-3-631-79601-6

CHF 81.– / €^D 77.95 / €^A 78.50 / € 65.40 / £ 54.– / US-\$ 78.95



Das deutsche Schulsystem steht seit Langem vor der Herausforderung, Migrant*innen adäquat einzubeziehen. Für junge Menschen sind mit der Migration Umbrüche im Leben verbunden – nicht zuletzt in Bezug auf ihre formale Bildungsbiografie. In diesem Buch werden Zusammenhänge zwischen Systemeffekten und der subjektiven Handlungsfähigkeit von Migrant*innen untersucht. Die Autorin rekonstruiert historisch, wie das Schulsystem seit der Gründung der Bundesrepublik auf die Anwesenheit von Migrant*innen reagiert und welche Auswirkungen diese Reaktionsweisen nach sich ziehen. Anhand narrativer Interviews zeichnet sie Bildungsbiografien von 21 Migrant*innen, die im Jugend- und jungen Erwachsenenalter nach Deutschland migriert sind, nach. Ihre Wege ins deutsche Schulsystem werden ebenso aufgezeigt wie die Barrieren, die den Zugang zum und Verbleib im formalen Bildungssystem in Deutschland erschweren. Die Untersuchung zeigt, wie junge Menschen mit wahrgenommenen Hindernissen umgehen und welche Möglichkeiten sie nutzen, um die eigene Schullaufbahn positiv mitzubestimmen.

MONA MASSUMI ist Lehrerin für das Berufskolleg. Im Rahmen einer Abordnung an das Zentrum für LehrerInnenbildung promovierte sie an der Universität zu Köln.

Donald McCrary

Walden III

A Scholarly Novel About College Reform

New York, 2019. XVI, 250 pp.

hb. • ISBN 978-1-4331-6261-9

CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

eBook (SUL) • ISBN 978-1-4331-5585-7

CHF 98.– / €^D 94.95 / €^A 95.– / € 79.20 / £ 64.– / US-\$ 94.95

Walden III: A Scholarly Novel About College Reform is a hybrid text about college reform that marries fiction with academic scholarship. In this book, Peter Simms, an associate professor of social psychology at fictional Marsden College in Ohio, visits Walden III College in order to learn how the experimental Brooklyn college achieves high retention and graduation rates of poor and unprepared students. The president of Walden III is the rich and mysterious Bryce Davis, the freshman-year college roommate of Simms. Visiting Walden III for a week, Simms learns about the innovative approaches that Walden III takes to college issues, such as curriculum, student housing, developmental education, and governance. Each chapter includes scholarly research on issues important to college reform. College completion among poor and unprepared students is an issue of global concern. *Walden III*'s integration of fiction and scholarly research to address this issue gives the book a wide reach, appealing to administrators and the public alike. The book can also be used in English composition and literature classes, as well as in a variety of undergraduate and graduate education courses, particularly courses that examine education policy, curriculum, or administration.

Lilia D. Monzó

A Revolutionary Subject

Pedagogy of Women of Color and Indigeneity

New York, 2019. XXVIII, 290 pp.

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

hb. • ISBN 978-1-4331-3407-4

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

pb. • ISBN 978-1-4331-3406-7

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

eBook (SUL) • ISBN 978-1-4331-5919-0

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



A Revolutionary Subject

Pedagogy of Women of Color and Indigeneity

Lilia D. Monzó

A Revolutionary Subject: Pedagogy of Women of Color and Indigeneity is a call to radical educators, grassroots organizers, and others on the left to recognize the enormous historical legacy of and potential for revolutionary praxis that exists among Women of Color and Indigeneity. This book revitalizes Marx's dialectics to challenge class-reductionism, highlighting a class struggle that is also necessarily anti-racist, anti-sexist, and against all forms of oppression.

Darcia Narvaez • Four Arrows (Don Trent Jacobs) • Eugene Halton • Brian Collier • Georges Enderle (eds.)

Indigenous Sustainable Wisdom

First-Nation Know-How for Global Flourishing

New York, 2019. XII, 292 pp., 19 b/w ill.

hb. • ISBN 978-1-4331-6365-4

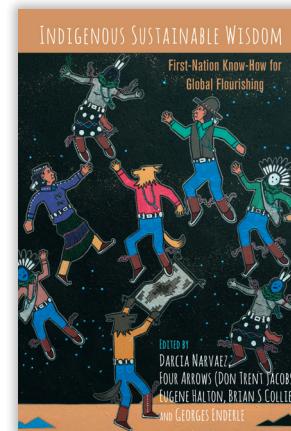
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-6364-7

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

eBook (SUL) • ISBN 978-1-4331-6008-0

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



Indigenous Sustainable Wisdom: First Nation Know-how for Global Flourishing's contributors describe ways of being in the world that reflect a worldview that guided humanity for 99% of human history: They describe the practical traditional wisdom that stems from Nature-based relational cultures that were or are guided by this worldview. Such cultures did not cause the kinds of anti-Nature and de-humanizing or inequitable policies and practices that now pervade our world. Far from romanticizing Indigenous histories, *Indigenous Sustainable Wisdom* offers facts about how human beings,

with our potential for good and evil behaviors, can live in relative harmony again. Contributions cover views from anthropology, psychology, sociology, leadership, native science, native history, and native art.

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

Education for Total Liberation

Critical Animal Pedagogy and Teaching Against Speciesism

New York, 2019. XII, 212 pp.

Radical Animal Studies and Total Liberation. Vol. 2

hb. • ISBN 978-1-4331-3435-7

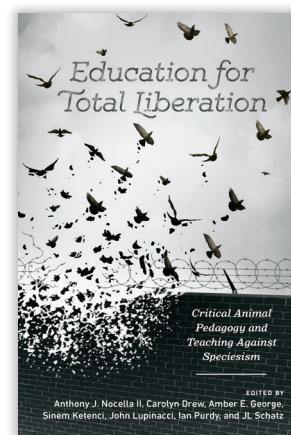
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-3434-0

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

eBook (SUL) • ISBN 978-1-4331-5788-2

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



Education for Total Liberation is a collection of essays from leaders in the field of critical animal pedagogy (CAP). CAP emerges from activist educators teaching critical animal studies and is rooted in critical theory as well as the animal advocacy movement. Critical animal studies (CAS) argues for an interdisciplinary approach to understanding our relationships with non-human animals. CAS challenges two specific fields of theory: (1) animal studies, rooted in vivisection and testing on animals in the hard sciences and (2) human-animal studies, which re-

inforces a socially constructed binary between humans and animals and adopts abstract theoretical approaches. In contrast, CAS takes a progressive and committed approach to scholarship and sees the exploitation of nonhuman animals as interrelated with oppression of humans based on class, gender, race, ability, sexuality, age, and citizenship. CAS promotes the liberation of all animals and challenges all systems of domination. *Education for Total Liberation* is appropriate for undergraduate and graduate level readers (and beyond) who wish to learn from examples of radical pedagogical projects shaped by CAS and critical pedagogy. Contributing to this collection are Anne C. Bell, Anita de Melo, Carolyn Drew, Amber E. George, Karin Gunnarsson Dinker, Sinem Keteneci, John Lupinacci, Anthony J. Nocella II, Sean Parson, Helena Pedersen, Ian Purdy, Constance L. Russell, J.L. Schatz, Meneka Repka, William E. Shanahan III, and Richard J. White.

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

Gender Issues in Latin America and Spain

Multidisciplinary Perspectives

New York, 2019. X, 278 pp., 5 b/w ill., 13 tables

Critical Studies of Latinxs in the Americas. Vol. 20

hb. • ISBN 978-1-4331-6100-1

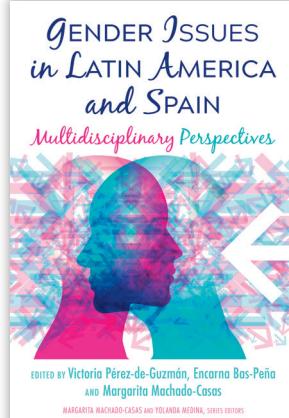
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-6101-8

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

eBook (SUL) • ISBN 978-1-4331-6102-5

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



tributions in both English and Spanish, researchers from Europe and the Americas come together to analyze and reflect on gender issues from a multidisciplinary perspective: from improving gender education in schools and universities, to tackling the gender pay gap and gender-based violence, and understanding the role of gender in both contemporary migratory processes and criminality. Learning from theory and practice is fundamental for paving the way to greater equality all around the world, as it is not enough being *aware* of the importance of gender equality and our right to it; rather, it is our *actions* that make it possible to enact change in situations in which inequality continues to manifest itself.

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

How Stories Teach Us

Composition, Life Writing, and Blended Scholarship

New York, 2019. XII, 210 pp.

hb. • ISBN 978-1-4331-6591-7

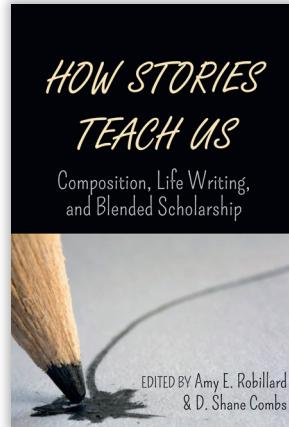
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-6592-4

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

eBook (SUL) • ISBN 978-1-4331-6437-8

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



In *How Stories Teach Us: Composition, Life Writing, and Blended Scholarship*, Amy E. Robillard and D. Shane Combs leave behind the debate between the personal and the academic in composition studies in order to witness what happens when composition scholars allow both the personal and the academic to act upon them in the stories they tell. The editors and contributors, in blending their scholarship, celebrate the influence of life writing on their work and allow the contexts of their lives and the urgency of their stories to blend together for a range of approaches to scholarship and essay

writing. This blended scholarship features scholars and teachers dealing with loss, grief, illness, trauma, depression, abuse, gender identity, and the ravages of time. *How Stories Teach Us* is both a challenge and an invitation to composition scholars to pursue a fuller and more robust approach to their scholarship and life stories. It is also an invitation to teachers of composition to open up the potentials of blended scholarship to the students they teach.

Mandy Schieffner-Rohs · Gianpiero Favella · Anna-Christin Herrmann (Hrsg.)

Forschungsnahes Lehren und Lernen in der Lehrer*innenbildung

Forschungsmethodische Zugänge und Modelle zur Umsetzung

Berlin, 2019. 250 S., 11 s/w Abb., 6 Tab.

geb. • ISBN 978-3-631-76322-3

CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.10 / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-3-631-78746-5

CHF 52.– / €^D 49.95 / €^A 50.50 / € 42.10 / £ 35.– / US-\$ 50.95

Das Thema des forschungsnahen Lehrens und Lernens ist vor allem durch bildungspolitische Notwendigkeiten der letzten Jahre stärker in den Blick der Hochschulpraxis geraten. Die Lehrer*innenbildung kann diesbezüglich jedoch auf eine lange Tradition zurück schauen. Dieser Herausgeberband möchte die Themenbereiche schulpädagogische Forschungsperspektive und hochschuldidaktische Umsetzungsformen verbinden und richtet sich an Lehrende und Forschende in der Lehrer*innenbildung. Die Publikation unternimmt den Versuch, ebenso Forschungszugänge wie auch hochschuldidaktische Konstruktionen des forschenden Lernens vorzustellen und problemorientiert einzurichten. Außerdem werden konzeptionelle Entwicklungslinien und fachdidaktische Zugänge abgesteckt. Dabei kommen nationale wie auch internationale Stimmen zu Wort.

M. Billye Sankofa Waters • Venus E. Evans-Winters •
Bettina L. Love (eds.)

Celebrating Twenty Years of Black Girlhood

The Lauryn Hill Reader

New York, 2019. XIV, 332 pp., 1 table

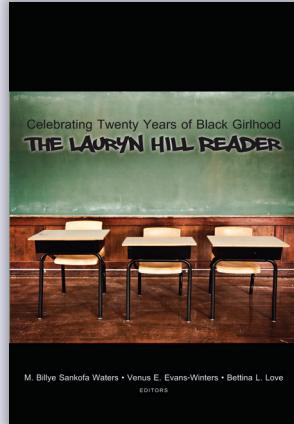
Urban Girls. Vol. 2

pb. • ISBN 978-1-4331-4716-6

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

eBook (SUL) • ISBN 978-1-4331-4713-5

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



The album *The Miseducation of Lauryn Hill* sold over 420,000 copies in its first week, received ten Grammy nominations (winning five). *Celebrating Twenty Years of Black Girlhood: The Lauryn Hill Reader* critically engages the work of Ms. Hill, highlighting the interdisciplinary nature of the album. Beyond the album's commercial success, Ms. Hill's radical self-consciousness and exuberance for life led listeners through her Black girl journey of love, motherhood, admonition, redemp-

tion, spirituality, sexuality, politics, and nostalgia that affirmed the power of creativity, resistance, and the tradition of African storytelling. Ms. Hill's album provides inspirational energies that serve as a foundational text for Black girlhood. In many ways it is the definitive work of Black girlhood for the Hip Hop generation and beyond because it opened our eyes to a holistic narrative of woman and mother. Twenty years after the release of the album, we pay tribute to this work by adding to the quilt of Black girls' stories with the threads of feminist consciousness, which are particularly imperative in this space where we declare: Black girls matter. *Celebrating Twenty Years of Black Girlhood* is the first book to academically engage the work of the incomparable Ms. Hill. It intellectually wrestles with the interdisciplinary nature of Ms. Hill's album, centering the connection between the music of Ms. Hill and the lives of Black girls. The essays in this collection utilize personal narratives and professional pedagogies and invite students, scholars, and readers to reflect on how Ms. Hill's album influenced their past, present, and future.

M. BILLYE SANKOFA WATERS is Associate Teaching Professor in the Graduate School of Education at Northeastern University. Her research interests include sociology of education, Black feminism, critical race theory, and qualitative inquiry.

VENUS E. EVANS-WINTERS is Associate Professor of Education at Illinois State University in the Department of Educational Administration and Foundations. Her research interests are school resilience, urban education policy and reform, and the schooling of Black girls and women across the Diaspora.

BETTINA L. LOVE is Associate Professor of Educational Theory and Practice at the University of Georgia. Her research focuses on the ways in which urban youth negotiate Hip Hop music and culture to form social, cultural, and political identities to create new and sustaining ways of thinking about urban education and intersectional social justice.

Helga Seel (Hrsg.)

Teilhabe braucht Rehabilitation

Blicke zurück in die Zukunft

Berlin, 2019., 232 S., 11 farb. Abb., 7 s/w Abb., 1 Tab., 2 Graf.

geb. • ISBN 978-3-631-80393-6

CHF 52.– / €D 44.95 / €A 46.20 / £ 42.10 / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-3-631-80401-8

CHF 52.– / €D 49.95 / €A 50.50 / £ 42.10 / £ 35.– / US-\$ 50.95

Die Bundesarbeitsgemeinschaft für Rehabilitation e. V. (BAR) ist der Zusammenschluss der Rehabilitationsträger. Seit 1969 fördert sie im gegliederten Sozialleistungssystem die Teilhabe von Menschen mit Behinderungen. Die BAR koordiniert und unterstützt das Zusammenwirken der Reha-Träger, vermittelt Wissen und arbeitet mit an der Weiterentwicklung von Rehabilitation und Teilhabe. Ihre Mitglieder sind die Träger der Gesetzlichen Renten-, Kranken- und Unfallversicherung, die Bundesagentur für Arbeit, die Bundesländer, die Bundesarbeitsgemeinschaft der Integrationsämter und Hauptfürsorgestellen, die Bundesarbeitsgemeinschaft der überörtlichen Träger der Sozialhilfe, die Kassenärztliche Bundesvereinigung sowie die Sozialpartner.

Katja Siepmann

Perspektivenvielfalt im Literaturunterricht

Theoretische und qualitativ-empirische Untersuchungen zu einem didaktischen Prinzip

Berlin, 2019. 652 S., 5 s/w Abb., 35 Tab.

geb. • ISBN 978-3-631-79439-5

CHF 110.– / €D 94.95 / €A 97.60 / £ 88.80 / £ 73.– / US-\$ 106.95

eBook (SUL) • ISBN 978-3-631-79818-8

CHF 110.– / €D 105.95 / €A 106.60 / £ 88.80 / £ 73.– / US-\$ 107.95



Katja Siepmann
**Perspektivenvielfalt
im Literaturunterricht**
Theoretische und
qualitativ-empirische Untersuchungen
zu einem didaktischen Prinzip

PETER LANG

Die Vielfalt der Welt muss im zeitgemäßen Unterricht widergespiegelt und reflektiert werden. Derjenige, der sich auf die Komplexität postmoderner Gesellschaften einlässt, macht Erfahrungen, die produktiv auszuhalten sind. Hier setzt die qualitativ-empirische Studie zu dem allgemeindidaktischen Prinzip der Perspektivenvielfalt an und untersucht sowohl dessen theoretische als auch empirische Relevanz. Die Untersuchung der Bedeutung für die Lehrkräfte und die Umsetzung in der Unterrichtsgestaltung stehen im Mittelpunkt der Arbeit. Der exemplarisch gewählte Literaturunterricht im Fach Deutsch bietet eine geeignete Gelegenheit für den Umgang mit Ambivalenz, Kontingenz und Vielfalt im Kontext eines Bildungsverständnisses, das Perspektivenwechsel, Diskursivität und Identitätsbildung betont.

Maria Simml

Belastungserleben und Bewältigungsressourcen bei Lehrkräften in Berufsintegrationsklassen

Berlin, 2019. 272 S., 30 s/w Abb., 16 Tab.

Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 38

geb. • ISBN 978-3-631-80100-0

CHF 60.– / €^D 51.95 / €^A 53.40 / € 48.60 / £ 40.– / US-\$ 58.95

eBook (SUL) • ISBN 978-3-631-80888-7

CHF 60.– / €^D 57.95 / €^A 58.30 / € 48.60 / £ 40.– / US-\$ 58.95



In Bayern wurden aufgrund des raschen Zuzugs von (Flucht-)Migranten Berufsintegrationsklassen (BIK) an Berufsschulen eingeführt. Verbunden damit stehen die Lehrkräfte vor vielen neuen Herausforderungen. Die vorliegende Forschungsarbeit geht den Fragen nach, welche Auswirkungen diese Anforderungen und Rahmenbedingungen auf das Belastungserleben der BIK-Lehrkräfte haben und welche Ressourcen dabei zur Bewältigung der Arbeit helfen. Die methodische Herangehensweise der Datenerhebung erfolgt anhand eines Fragebogens und Leitfadeninterviews mit BIK-Lehrkräften. Auf Basis dieser Datengrundlage wird anhand Fallvergleichen der Frage nachgegangen, warum sich Personen mit gleichen Arbeitsanforderungen in ihrem arbeitsbezogenem Belastungserleben unterscheiden.

BIK-Lehrkräften. Auf Basis dieser Datengrundlage wird anhand Fallvergleichen der Frage nachgegangen, warum sich Personen mit gleichen Arbeitsanforderungen in ihrem arbeitsbezogenem Belastungserleben unterscheiden.

Birgit Smieja • Oliver Weyrauch (Hrsg.)

Fächerübergreifender Grundschulunterricht

Beiträge aus Theorie und Praxis

Berlin. 2018. 294 S., 63 s/w Abb., 9 s/w Tab.

geb. • ISBN 978-3-631-77233-1

CHF 58.– / €^D 49.95 / €^A 51.40 / € 46.70 / £ 38.– / US-\$ 56.95

eBook (SUL) • ISBN 978-3-631-77759-6

CHF 58.– / €^D 55.95 / €^A 56.– / € 46.70 / £ 38.– / US-\$ 56.95



Theoretische Grundlagen in Verbindung mit einer Vielzahl an praktischen Handreichungen zum fächerübergreifenden Unterricht sind für alle Fächer der Grundschule (Mathe, Deutsch, Fremdsprachen, Sport, Musik, Kunst, Sachunterricht, Ethik, Religion) relevant und notwendig. Auf Grundlage der bundesweiten Forderung, dass in den Grundschulen Kompetenzen fächerübergreifend aufgebaut werden sollen, greifen die Beiträger die aktuell diskutierten Theorien auf, um auf dieser Basis innovative Ideen für den praktischen Unterricht herzuleiten und vorzuschlagen. Diese werden oft durch weitere Materialien im Online-Anhang ergänzt. Beiträge zu den Transitionsphasen Kindergarten/Grundschule und Grundschule/Sekundarstufe zeigen jeweils Möglichkeiten des methodischen Vorgehens auf beiden Stufen bzw. in beiden Institutionen.

Barbara Šteh • Janko Muršak • Jasna Mažgon • Jana Kalin • Petra Gregorčič Mrvar

School-Home-Community: Inevitable Connections

Berlin. 2018. 196 S., 18 s/w Tab.

Erziehung in Wissenschaft und Praxis. Vol. 12

hb. • ISBN 978-3-631-75928-8

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-3-631-77286-7

CHF 47.– / €^D 44.95 / €^A 44.90 / € 37.40 / £ 31.– / US-\$ 45.95

This book theoretically analyses the characteristics of (partner) collaboration and the relationship between the school and the community, emphasising the joint efforts they undertake to further the child's development and learning. The diversity of experiences that such cooperation offers benefits all partners. The second aspect presented in the book pertains to the findings of a quantitative and qualitative empirical research study on cooperation between primary schools and various partners in the community. Our research findings indicate a variety of intertwined forms of cooperation between the school, school counsellors, parents, individuals and institutions in the community. Examples of good practice suggest that it is possible to establish quality cooperation in many different ways.

Tjiauw Thuan

Legal Entity Reform of Indonesia's Public Colleges and Universities

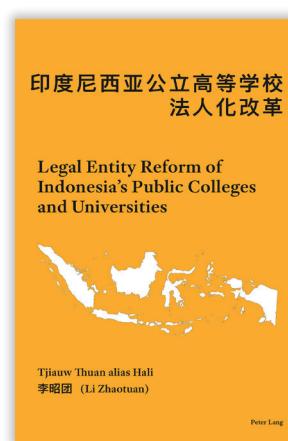
Oxford, 2019. XVI, 152 pp.

Paperback • ISBN 978-1-78997-466-9

CHF 47.– / €^D 39.95 / €^A 40.80 / € 37.10 / £ 30.– / US-\$ 45.95

E-Book • ISBN 978-1-78997-467-6

CHF 47.– / €^D 44.95 / €^A 44.50 / € 37.10 / £ 30.– / US-\$ 45.95



印度尼西亚公立高等学校
法人化改革

Legal Entity Reform of
Indonesia's Public Colleges
and Universities



Tjiauw Thuan alias Halli
李昭图 (Li Zhaoquan)

Peter Lang

Since 1999, Indonesia's higher education system has entered a new stage. The government promotes legal entity reform at public colleges and universities, and plans to transform all public colleges and universities into legal entities. This is unprecedented in Indonesian education history. Eight public higher education institutions in the first and second batch were successfully converted to legal entities. After experiencing legal entity reform, Indonesia's public colleges and universities improved. The government indirectly proposed three types of public higher education institution. This means that Indonesia's public colleges and universities developed from a single model to becoming these diversified models.

Kenneth Wagner • Tony Magistrale

Writing Across Culture

An Introduction to Study Abroad and the Writing Process

New York, 1995, 1997, 2000, 2003, 2005, 2010, 2016, 2019. XVIII, 156 pp., 3 ill.

pb. • ISBN 978-1-4331-6706-5

CHF 31.– / €D 26.95 / €A 27.50 / € 25.– / £ 20.– / US-\$ 29.95

This book is about culture shock and the writing process. For a student, the relationship between writing and the challenge of living in a foreign culture may not be obvious. The purpose of *Writing Across Culture* is to aid the student in documenting and analyzing the connection. If culture can be broadly defined as the unwritten rules of every-day life, one effective method for learning these rules is to write about them as they are discovered. In this way, it is possible to see writing as a tool for cultural inquiry and comprehension, and, hence, an antidote for culture shock. *Writing Across Culture* encourages its readers to become writers engaged in a dialogue—between the individual and the new society—about everyday cultural differences.

Sylvain Wagnon (éd.)

Le manuel scolaire, objet d'étude et de recherche : enjeux et perspectives

Bern, 2019., x, 310 p., 17 ill. n/b, 1 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education.
Vol. 188

br. • ISBN 978-3-0343-3363-4

CHF 51.– / €D 44.95 / €A 45.70 / € 41.50 / £ 34.– / US-\$ 49.95

eBook (SUL) • ISBN 978-3-0343-3787-8

CHF 52.– / €D 48.95 / €A 49.80 / € 41.50 / £ 34.– / US-\$ 50.95



Cet ouvrage présente un état des lieux des recherches francophones concernant l'étude du manuel scolaire et une analyse des défis et des enjeux de cet outil scolaire dont on annonce perpétuellement la mort proche mais qui reste une interface majeure entre les enseignants, les élèves et les apprentissages. Au carrefour du monde scientifique, didactique, pédagogique mais aussi culturel, politique et économique, le manuel scolaire est un témoin de son temps. À partir de l'analyse du manuel dans son contexte d'écriture, d'édition et de réception, cet ouvrage l'envisage comme un véhicule de normes sociales, politiques et éducatives. L'ensemble des contributions de cet ouvrage pose les jalons méthodologiques de compréhension du manuel scolaire comme objet d'étude et de recherche. Par de multiples regards croisés, venant de toutes les disciplines, avec des démarches et des problématiques renouvelées, l'étude du manuel apparaît ici comme une source et un outil majeur de compréhension de la culture scolaire et des pratiques enseignantes.

Pavel Zgaga (ed.)

Inclusion in Education: Reconsidering Limits, Identifying Possibilities

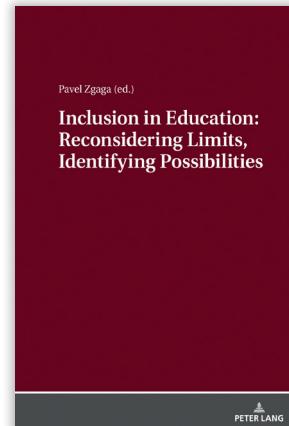
Berlin, 2019. 269 pp., 2 fig. b/w, 13 table

hb. • ISBN 978-3-631-77859-3

CHF 70.– / €D 59.95 / €A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95

eBook (SUL) • ISBN 978-3-631-78604-8

CHF 70.– / €D 66.95 / €A 67.30 / € 56.10 / £ 46.– / US-\$ 67.95



This book seeks to offer a contribution to the ongoing discussion on inclusion in education. The initiative was born in a research group from the University of Ljubljana, Slovenia. Three researchers from Italy, Serbia and the United Kingdom joined the group later. The authors believe that the book offers relatively fresh perspectives on the topic. Firstly, the authors provide an *interdisciplinary perspective* by approaching the concept of inclusion on three horizons, which they understand as mutually compatible and co-dependent: pedagogical approaches, social contexts and theoretical reflections.

Secondly, they offer a specific *geographical perspective*. The authors' desire is to highlight specific perspectives that are not common in the 'mainstream' literature: perspectives from Central and Southern Europe.

Khalid Arar · Kussai Haj-Yehia · David Ross ·
Yasar Kondakci (eds.)

Higher Education Challenges for Migrant and Refugee Students in a Global World

New York, 2019. XXVI, 378 pp., 9 b/w ill., 9 tbl.

Equity in Higher Education Theory, Policy, and Praxis. Vol. 11

hb. • ISBN 978-1-4331-6020-2

CHF 98.– / €D 84.95 / €A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

eBook (SUL) • ISBN 978-1-4331-6044-8

CHF 98.– / €D 94.95 / €A 95.– / € 79.20 / £ 64.– / US-\$ 94.95

Higher Education Challenges for Migrant and Refugee Students in a Global World informs readers of theory, policy and practice of refugee and migrant equitable access to higher education, especially indicating how policy makers, educational leaders and practitioners can support refugees, asylum seekers, and other migrants' inclusion in higher education institutions in the global world. The chapters composing each section of this book constitute a compilation of research addressing experience relating to the overwhelming flow of refugee and asylum seekers in various higher education systems. There are 41 contributors located in 12 countries (Austria, Canada, Czechia, Germany, Holland, Iceland, Israel, Italy, Kenya, Palestine, Turkey and the United States) who deal with the topics of refugees and immigrants in higher education in different world regions, including Africa, the Middle East, Europe and North America.

Peter J. Guarnaccia

Immigration, Diversity and Student Journeys to Higher Education

New York, 2019. XXVIII, 188 pp., 2 colour ill., 7 b/w ill., 14 tables

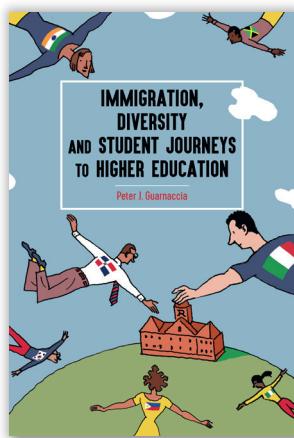
Equity in Higher Education Theory, Policy, and Praxis. Vol. 9

hb. • ISBN 978-1-4331-5991-6

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

eBook (SUL) • ISBN 978-1-4331-5524-6

CHF 93.– / €D 89.95 / €A 90.– / € 75.– / £ 60.– / US-\$ 89.95



Europe and Latin America, and reflect a wide diversity of experiences and insights into how these students successfully pursued higher education. A key theme of the book is the "immigrant bargain," where students repay their parents' hard work and migration sacrifices by excelling in school. A large majority of the parents made clear that a major motivation for immigrating was so their children could have better educational opportunities; these parents had the original dreams for their children. *Immigration, Diversity and Student Journeys to Higher Education* examines the similarities and differences across this diverse group

of students, ending with a series of recommendations about how to improve acculturation research and how to facilitate immigrant students' journeys to educational success.

Kelly K. Hope (ed.)

Black Women Speaking From Within

Essays and Experiences in Higher Education

New York, 2019. XVIII, 136 pp., 2 b/w ill.

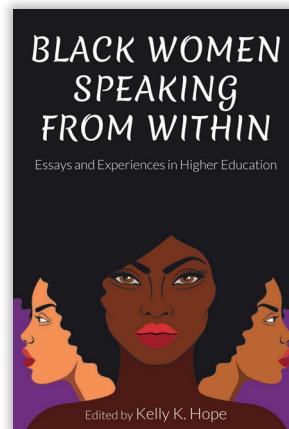
Equity in Higher Education Theory, Policy, and Praxis. Vol. 13

hb. • ISBN 978-1-4331-6375-3

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

eBook (SUL) • ISBN 978-1-4331-6048-6

CHF 93.– / €D 89.95 / €A 90.– / € 75.– / £ 60.– / US-\$ 89.95



**BLACK WOMEN
SPEAKING
FROM WITHIN**
Essays and Experiences in Higher Education

Edited by Kelly K. Hope

In *Black Women Speaking From Within: Essays and Experiences in Higher Education*, contributors use intersectional and interdisciplinary lenses to share the ways in which they understand, navigate, resist, and transform student services, learning, teaching, and existing in the academy. This book explores and discusses the following question: How do Black women experience and perceive place and agency in higher education? *Black Women Speaking From Within* draws upon the influence organizational culture, sense-making, and sisterhood has on praxis and pedagogy and places the Black woman's stories and experiences at the center of the conversation.

Christopher McMaster · Benjamin Whitburn (eds.)

Disability and the University

A Disabled Students' Manifesto

New York, 2019. XII, 202 pp.

hb. • ISBN 978-1-4331-6779-9

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

pb. • ISBN 978-1-4331-6780-5

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

eBook (SUL) • ISBN 978-1-4331-5518-5

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

Disability and the University: A Disabled Students' Manifesto is a guide to what students with disabilities need to know about attending university, as well as to the essentials universities should provide for these students. Each chapter presents a benchmark for students to follow as they travel through the institution, and lays clear what they should expect. Written by former students with disabilities who have traversed the terrain and experienced higher education, this book is not about disabled students, but instead is a manifesto, a call for change, a call to action. It is a guide book, blueprint, and tool for both students and universities. *Disability and the University* is divided into four parts, each examining crucial aspects of higher education, including the culture of the academy, movement beyond the limits of compliance, access to and in the institution, and disability rights. Each chapter is a statement of what every institution of higher education should provide for disa-

bled students. While every country has its own practice and laws based on its own experience, arbitrary national boundaries should no longer be a reason for practices that do not meet student needs. *Disability and the University* speaks across borders, and leaves no doubt about what needs to be done to develop more inclusive teaching and learning spaces.

Sarah Militz-Frielink

Liberation in Higher Education

A White Researcher's Journey Through the Shadows

New York, 2019. XIV, 148 pp.

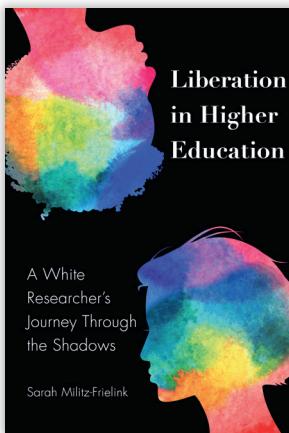
Black Studies and Critical Thinking. Vol. 113

hb. • ISBN 978-1-4331-5860-5

CHF 82.- / €D 71.95 / €A 73.30 / € 66.70 / £ 54.- / US-\$ 79.95

eBook (SUL) • ISBN 978-1-4331-5861-2

CHF 82.- / €D 79.95 / €A 80.- / € 66.70 / £ 54.- / US-\$ 79.95



Liberation in Higher Education introduces and expands on the notion of Endarkened Feminist Epistemology (EFE) based on a qualitative case study of Cynthia B. Dillard and her students as well as the white researcher and author, Sarah Militz-Frielink, as she became transformed through her research in higher education. Dillard, who created EFE as a teaching and research paradigm in 2000, grounded it in several frameworks: Black feminist thought, standpoint theory, the tenets of African American spirituality, and the work of Parker J. Palmer on non-religious spirituality in education. The book delves into EFE's origins and students' meaning-making experiences with EFE—including related themes such as healing, identity development, cultural histories, spirituality, and the evolution of the phenomenon over time. This book also includes a chapter in which Militz-Frielink applies EFE as a methodology to herself, which is one of the recommended practices of EFE as a research tool. *Liberation in Higher Education* concludes with implications and recommendations for practitioners, particularly white practitioners in higher education who work with African American students in predominantly white institutions.

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

Intersectionality & Higher Education

Research, Theory, & Praxis, Second Edition

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

hb. • ISBN 978-1-4331-6534-4

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

pb. • ISBN 978-1-4331-6535-1

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

eBook (SUL) • ISBN 978-1-4539-1407-6

CHF 42.95 / €D 39.95 / €A 39.95 / € 33.95 / £ 26.95 / US-\$ 43.95

Intersectionality is a term coined by Kimberlé Crenshaw in 1989. Crenshaw, a scholar of law, critical race theory, and Black feminist legal theory, used intersectionality to explain the experiences of Black women who—because of the intersecting race, gender, and class—are exposed to exponential and interlocking forms of marginalization and oppres-

sion often rendering them invisible. The second edition of *Intersectionality & Higher Education: Theory, Research & Praxis* further documents and expands upon Crenshaw's articulation of intersectionality within the context of higher education. The text includes (a) theoretical and conceptual chapters on intersectionality; (b) empirical research and research-based chapters using intersectionality as a framework; and (c) chapters focusing on intersectional practices, all within higher education settings. The volume may prove beneficial for graduate programs in ethnic studies, higher education, sociology, student affairs, and women and gender studies and programs alike.

Saeed Paivandi • Nathalie Younès (éds)

À l'épreuve d'enseigner à l'Université

Enquête en France - Préface de Marc Romainville

Bruxelles, 2019, 346 p., 5 ill. n/b, 7 tab. n/b

Doctorats, sciences et carrières/ PHD, science and career. Vol. 1

br. • ISBN 978-2-8076-1090-3

CHF 59.- / €D 49.95 / €A 51.70 / € 47.- / £ 39.- / US-\$ 56.95

eBook (SUL) • ISBN 978-2-8076-1091-0

CHF 59.- / €D 55.95 / €A 56.40 / € 47.- / £ 39.- / US-\$ 56.95



L'ouvrage s'intéresse à la réalité plurielle de l'*homo academicus*, en partant des vécus et des conceptions des professeure·s d'université. L'enquête menée en France par les deux auteurs, de 2013 à 2017, dans un large éventail de disciplines (lettres, sciences, sciences humaines et sociales, médecine), permet de mieux appréhender les différentes manières d'être enseignant·e-chercheur·e, la condition universitaire, les conceptions de la carrière et les approches de l'enseignement mobilisées dans la pratique pédagogique. Les enseignant·e-s-chercheur·e·s parlent

de leur environnement de travail, de leurs relations avec le monde étudiant et des tensions vécues au cours de leur expérience pour articuler l'enseignement, la recherche et les tâches administratives. Se développer professionnellement sur le plan pédagogique et réellement prendre en compte les étudiants dans l'approche de l'enseignement apparaît comme un défi. Cet ouvrage a pour ambition d'aider à mieux comprendre la condition pédagogique à l'université, devenue une question d'actualité en France comme dans nombre d'autres pays. Les données de l'enquête mises en perspective avec la littérature scientifique internationale peuvent contribuer à la réflexion sur les réformes pédagogiques introduites depuis les années 2000 et les axes les plus pertinents pour améliorer le fonctionnement pédagogique de l'université et accompagner les enseignant·e·s-chercheur·e·s dans leur développement professionnel à travers un changement culturel progressif.

Sara Reiter

Betriebliche Weiterbildung und Migrationshintergrund

Analysen zur Teilnahme an Weiterbildung auf Basis der Daten des Nationalen Bildungspanels

Berlinzawa, 2019., 284 S., 28 s/w Abb., 28 Tab.

Studien zur Pädagogik, Andragogik und Gerontagogik / Studies in Pedagogy, Andragogy, and Gerontagogy. Bd. 77

geb. • ISBN 978-3-631-80213-7

CHF 58.- / €D 49.95 / €A 51.40 / € 46.70 / £ 38.- / US-\$ 56.95

eBook (SUL) • ISBN 978-3-631-80729-3

CHF 58.- / €D 55.95 / €A 56.- / € 46.70 / £ 38.- / US-\$ 56.95



Die betriebliche Weiterbildung ist ein wichtiger Bestandteil des Lebenslangen Lernens. Zugleich ist sie durch eine hohe soziale Selektivität geprägt. Vor diesem Hintergrund untersucht die Studie auf Grundlage der Daten des Nationalen Bildungspanels Unterschiede in der Teilnahme an betrieblicher Weiterbildung zwischen Personen mit und ohne Migrationshintergrund. Durch eine differenzierte Betrachtung von Personen mit Migrationshintergrund u.a. nach Generationsstatus kann gezeigt werden, dass keine generelle Benachteiligung in der betrieblichen Weiterbildung für diese

Personen besteht. Empirisch beobachtete Nachteile gegenüber Personen ohne Migrationshintergrund hängen vielmehr von migrationsspezifischen Voraussetzungen sowie weiteren individuellen und arbeitsmarktstrukturellen Faktoren ab.

John M. Heffron

The Rise of the South in American Thought and Education

The Rockefeller Years (1902-1917) and Beyond

New York, 2019. X, 268 pp.

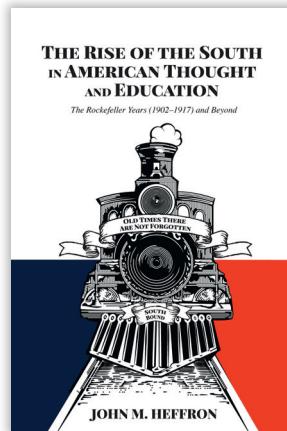
History of Schools and Schooling. Vol. 64

hb. • ISBN 978-1-4331-5864-3

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

eBook (SUL) • ISBN 978-1-4331-5865-0

CHF 93.- / €D 89.95 / €A 90.- / € 75.- / £ 60.- / US-\$ 89.95



The Rise of the South in American Thought and Education documents the generalization of southern values and institutions northward at the close of the nineteenth and beginning of the twentieth century. The traditional emphasis in the South on vocational education (a reflection of the Christian ethic of work as redemption, not the Republican one of free labor), country life and living, racial segregation, and the centrality of nature study as a source of both science and religion, added up to a coherent vision that responded to "undesirable" economic and social change in the urban North.

The survival of Southern cultural traditions, as antiquated as they were, posed no threat to the plans of corporate progressives; indeed, as the book argues, it facilitated them, and nowhere more so than in the field of education. Modern educators wanting to put into historical context relations of class, race, and ethnicity as they persist in today's schools will find much here to inform them, putting to rest, for example, false distinctions in the history of school reform between a liberal-progressive North and a conservative and reactionary South. The book will appeal as well as to a popular audience of Americans curious to understand the illiberal foundations of the modern liberal state.

Nathaniel Norment, Jr.

African American Studies

The Discipline and Its Dimensions

New York, 2019. XXXIV, 684 pp., 17 b/w ill., 31 tables

Black Studies and Critical Thinking. Vol. 110

hb. • ISBN 978-1-4331-6130-8

CHF 154.- / €D 133.95 / €A 137.50 / € 125.- / £ 100.- / US-\$ 149.95

pb. • ISBN 978-1-4331-6129-2

CHF 72.- / €D 62.95 / €A 64.20 / € 58.30 / £ 47.- / US-\$ 69.95

eBook (SUL) • ISBN 978-1-4331-5937-4

CHF 72.- / €D 69.95 / €A 70.- / € 58.30 / £ 47.- / US-\$ 69.95

African American Studies: The Discipline and Its Dimensions is a comprehensive resource book that recounts the development of the discipline of African American Studies and provides a basic reference source for sixteen areas of knowledge of the discipline: anthropology, art, dance, economics, education, film, history, literature, music, philosophy, psychology, religion, sociology, political science, science and technology, sports and religion. *African American Studies* defines bodies of knowledge, methodologies, philosophies, disciplinary concepts, contents, scope, topics scholars have concerned themselves, as well as the growth, development, and present status of the discipline. *African American*

Studies validates that African American Studies is a unique and significant discipline—one that intersects almost every academic discipline and cultural construct—and confirms that the discipline has a noteworthy history and a challenging future. The various bodies of knowledge, the philosophical framework, methodological procedures, and theoretical underpinnings of the discipline have never been clearly delineated from an African-centered perspective.

Ulrich Schwerdt

Kinder mit Behinderungen in der Volksschule des 19. und frühen 20. Jahrhunderts

Historische Modelle der Integration und ihre zeitgenössische Diskussion

Berlin, 2019. 290 S., 20 s/w Abb., 6 Tab.

Studien zur Bildungsreform - Neue Folge. Bd. 1

geb. • ISBN 978-3-631-79648-1

CHF 60.– / €^D 51.95 / €^A 53.40 / € 48.60 / £ 40.– / US-\$ 58.95

eBook (SUL) • ISBN 978-3-631-79659-7

CHF 60.– / €^D 57.95 / €^A 58.30 / € 48.60 / £ 40.– / US-\$ 58.95



Das gemeinsame Lernen von Kindern mit und ohne Behinderungen in der Regelschule erscheint in den aktuellen Diskussionen um die Inklusion vielfach als etwas gänzlich Neues. Befürworter wie Skeptiker nehmen den von der UN-Behindertenrechtskonvention angestoßenen Bruch mit der überkommenen Organisationsform von getrennten Regel- und Förderschulen je nach Standort als Ausweis einer besonders fortschrittlichen oder fragwürdigen Neuausrichtung des Schulsystems wahr. Dass es bereits im 19. und frühen 20. Jahrhundert Versuche gab, Kinder mit besonderen Förder-

bedürfnissen in die allgemeine Volksschule zu integrieren, ist dagegen fast unbekannt. Die vorliegende Studie stellt ausgewählte historische Konzepte des Gemeinsamen Lernens in ihrem historischen Entstehungszusammenhang dar und zeichnet die außerordentlich kontroversen zeitgenössischen Debatten nach, die um diese Ansätze geführt wurden. Darüber hinaus fragt sie nach den Ursachen ihres Scheiterns.

Vincent Capt · Mathieu Depeursinge · Sonya Florey (éds)

L'enseignement du français et le défi du numérique

Berlin, 2020. 134, vi p., 2 ill. n/b, 1 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 190

br. • ISBN 978-3-0343-2197-6

CHF 25.– / €^D 21.95 / €^A 22.40 / € 20.40 / £ 17.– / US-\$ 24.95

eBook (SUL) • ISBN 978-3-0343-3910-0

CHF 26.– / €^D 23.95 / €^A 24.50 / € 20.40 / £ 17.– / US-\$ 24.95

La didactique du français ne peut faire l'économie de penser les effets des nouvelles technologies sur le français et sur son enseignement, au risque soit de perdre son adéquation au réel, soit de manquer d'un recul critique nécessaire pour se prémunir d'éventuels effets dommageables. L'enjeu de cet ouvrage est d'explorer, de part et d'autre de la frontière scolaire, traditionnellement étanche, les jeux de circulation et d'innovation qui en marquent la rénovation. Dans un premier temps sont regroupés les articles qui mettent au jour le renouvellement des pratiques enseignantes traditionnelles, la redéfinition de certains savoirs scolaires, la promotion du travail collaboratif, l'usage inédit des hyperliens et l'exploration de la multimodalité. Dans un second temps, plusieurs articles étudient les pratiques communicationnelles sur les réseaux sociaux et les plateformes de sociabilité numérique, ainsi que le possible usage de celles-ci pour établir des liens plus serrés entre l'école et la vie des élèves, voire d'imaginer de nouvelles voies d'actualisation du savoir et de la culture, à même de garantir la transmission, au cœur des ruptures induites par ces nouveaux médias eux-mêmes.

Sabina Gola · Michel Pierrard · Evie Tops · Dan Van Raemdonck (éds)

Enseigner et apprendre les langues au XXIe siècle

Méthodes alternatives et nouveaux dispositifs d'accompagnement

Berlin, 2020. 162 p., 17 ill. n/b, 6 tabl.

GRAMM-R. Études de linguistique française. Vol. 47

br. • ISBN 978-2-8076-1366-9

CHF 44.– / €^D 37.95 / €^A 38.50 / € 35.– / £ 29.– / US-\$ 42.95

eBook (SUL) • ISBN 978-2-8076-1367-6

CHF 44.– / €^D 41.95 / €^A 42.– / € 35.– / £ 29.– / US-\$ 42.95



Les méthodologies d'apprentissage des langues étrangères ont fortement varié durant les siècles, et notamment au vingtième. De la grammaire traduction à la méthode actionnelle, en passant par les méthodes structuro-globales, behavioristes, naturelles, communicatives, voire éclectiques, les raisons des modifications sont à chercher tant du côté de l'évolution et des avancées scientifiques, notamment dans le domaine des sciences humaines, que des modifications des besoins et de la prise en compte de la valeur des échanges linguistiques, sans oublier les changements idéologiques qui les sous-tendent. Les évolutions technologiques ont également apporté leur lot de potentialités nouvelles. Tous ces changements ont également eu un impact sur la relation entre apprenants et enseignants, à côté de laquelle se sont par ailleurs développés d'autres mo-

des d'apprentissage qui sont venus compléter la panoplie des méthodes, notamment en contexte multilingue. L'apprenant, devenu acteur de son apprentissage, trouve des ressources ailleurs qu'auprès de l'enseignant de langue, que ce soit par le biais d'enseignements de matières spécifiques donnés en langue étrangère (enseignement ÉMILE-CLIL), de nouvelles technologies (*blended learning* ou Moocs, plateformes en ligne ou applications) ou en ayant recours à des pairs, le cas échéant, hors de la classe (tables de conversation ou tandems linguistiques). Le présent volume se propose d'étudier scientifiquement quelques-uns de ces dispositifs d'accompagnement : leur conception, leurs conditions d'apparition et les résultats observés.

Kumbirai Khosa

Teacher Stories

Perspectives on Inclusive Pedagogical Language in Zimbabwe

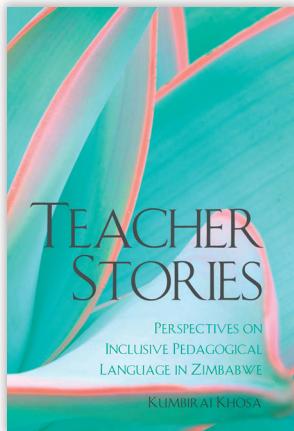
New York, 2019. XXII, 316 pp., num. 1 b/w ill.

hb. • ISBN 978-1-4331-6073-8

CHF 98.– / €D 84.95 / €A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

eBook (SUL) • ISBN 978-1-4331-6074-5

CHF 98.– / €D 94.95 / €A 95.– / € 79.20 / £ 64.– / US-\$ 94.95



The teaching of English in multilingual contexts such as Zimbabwe, where English is often not the primary language of the Black majority public school student population, is a highly contested issue. Though generally considered as necessary in an increasingly globalized, English language dominated world, this conventionally Eurocentric, elitist-oriented English education system is imbued with colonialist discourses that tend to shape and complicate educators' understandings about the place of diverse socio-cultural backgrounds, ethnic-identified indigenous languages, indigenous knowledge systems, and differently abled learners within its conventional structures. In *Teacher Stories*, the author utilizes postcolonialist theoretical lenses and a poststructuralist-inflected narrative inquiry approach to self-reflexively analyze her impressions of three veteran Zimbabwean teacher educators' interpretations of what they understand to be their experiences of learning and teaching English. The purpose of this research is to provide English education scholars and policy makers with some insights into what veteran Zimbabwean English teacher educators perceive as the efficacies and challenges of implementing policy-mandated inclusive education pedagogical practices. Since English teacher educators' perspectives are a much under-researched area of English in a Zimbabwean context, this study makes a meaningful contribution to the international field of English education.

Jun Qian

Mass Media and Chinese ESL Students Abroad

Adopting Host Communication and Culture

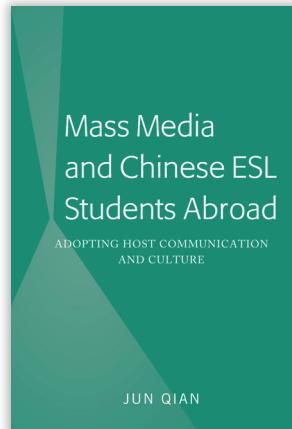
New York, 2019. XVIII, 242 pp., 1 table

hb. • ISBN 978-1-4331-6681-5

CHF 98.– / €D 84.95 / €A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

eBook (SUL) • ISBN 978-1-4331-6857-4

CHF 98.– / €D 94.95 / €A 95.– / € 79.20 / £ 64.– / US-\$ 94.95



Mass Media and Chinese ESL Students Abroad: Adopting Host Communication and Culture investigates Chinese ESL students' use of host mass media and how such use enables them to acquire host communication competence and acculturation from their perspective. This qualitative study is grounded in Kim's theory of communication and cross-cultural adaptation and the uses and gratifications theory and employs a phenomenography approach. Nine participants at a university in Ontario were involved in this study. Data obtained from media use logs, think-aloud protocols,

and follow-up interviews provide a far-reaching and detailed description of the uses, reasoning, and effects of using host mass media for the participants. This book illustrates that these students used a variety of media as sources of information, language acquisition, culture learning, entertainment, and communication. Findings suggest that host mass media were the major influence on these students' acquisition of host communication competence and perceptions of and acculturation to Canada. Their reliance on mass communication went into the later years of their acculturation process and complemented their language and culture learning, which was somewhat limited through insufficient or reluctant participation in host interpersonal communication. Host communication competence was a primary factor that influenced their selection and use of host mass media, but it was not the only decisive factor relevant to their degree of acculturation. Individual characteristics and the social and cultural environment in Canada were also found to have significant impact on their acculturation process and outcomes. These findings can assist colleges and universities in designing effective programs based on these students' needs and characteristics, thus enabling them to achieve their academic and professional goals.

Stephen Cowden · David Ridley (eds.)

The Practice of Equality

Jacques Rancière and Critical Pedagogy

Oxford, 2019. X, 196 pp., 7 fig. b/w

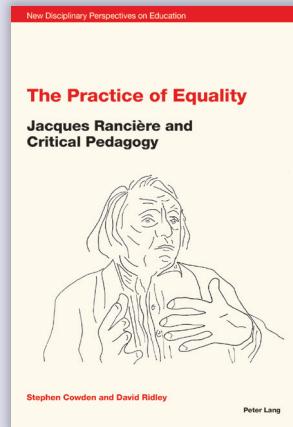
New Disciplinary Perspectives on Education. Vol. 1

pb. • ISBN 978-1-78874-029-6

CHF 62.– / €D 52.95 / €A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95

eBook (SUL) • ISBN 978-1-78874-030-2

CHF 62.– / €D 58.95 / €A 59.30 / € 49.40 / £ 40.– / US-\$ 60.95



This book is the first to focus specifically on the highly original contribution to the field of Critical Pedagogy made by the sometimes «irritable» French philosopher Jacques Rancière. The book represents a significant addition to the growing body of work on Rancière as well as to the field of Critical Pedagogy. While introducing and contextualising Rancière for those unfamiliar with him, the book also develops an understanding of the singularity of his conception of pedagogy for those already acquainted with his work.

Central to the book is Rancière's vision of education as a «practice of equality» – a method grounded in an assumption of intellectual equality between students and teachers. Throughout the chapters of the book, the contemporary relevance of this vision is drawn out for educators in schools and universities, adult and popular educators, as well as for political activists. For anyone and everyone with an interest in teaching and learning, this book contains vital insights for the survival and development of education as a democratic, critical and emancipatory project.

STEPHEN COWDEN is a Senior Lecturer in Social Work at Coventry University. He has a long standing interest in the area of Critical Pedagogy and is one of the editors of the «New Disciplinary Perspectives in Education» series. In 2013 he co-authored the book *Acts of Knowing: Critical Pedagogy In, Against and Beyond the University*. He also writes on Social Work theory and practice and on the sociology of Religious Fundamentalism.

DAVID RIDLEY is an independent researcher and journalist who has also taught various subjects at Coventry University for the last six years. In the field of education studies, as well as his work on Jacques Rancière, David is also currently finishing a book on John Dewey, and, inspired by the Lucas Plan, on the idea of a «socially-useful university».

Thomas P. Crumpler · Lara J. Handsfield

The Complex Development of Preservice and Inservice Teacher Identities

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

hb. • ISBN 978-1-4331-7313-4

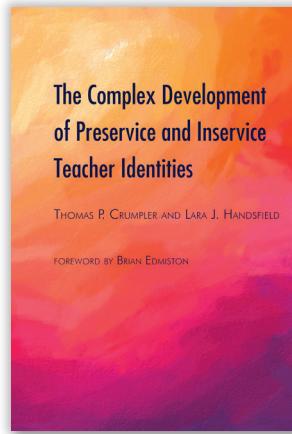
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-7314-1

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

eBook (SUL) • ISBN 978-1-4331-5588-8

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



Previous scholars have investigated aspects of the complexity of teacher identity and demonstrated the need to look beyond skills and generalized “best practices” to consider social processes and power relationships. However, few books focus on teacher identities at both the micro and macro levels. In this timely book, the authors argue that teacher identity awareness is crucial for both preservice and inservice teachers who desire deeper knowledge about the role of identities in effective instruction. *The Complex Development of Preservice and Inservice Teacher Identities* breaks new theoretical ground in understanding teacher identities by bringing a process drama lens to bear on development at the macro and micro levels.

Process drama uses dramatic structures such as teacher in role, students in role, tableau and others to activate imaginations and explore interpretive possibilities. Through this lens Crumpler and Handsfield show how teacher identities are performed, reproduced, and how they may shift at the micro level—in everyday discourse and classroom practices—across a span of two years. Two years of data are analyzed using micro-ethnographic discourse analysis to demonstrate how teachers tactically position themselves to navigate current political discourses of accountability and standardization in both pre-service and in-service contexts. Understanding how identities are constructed, evolve, and shift moment-by-moment is essential for programs striving to prepare successful teachers and for schools providing meaningful professional development for in-service teachers.

James Grant

The Curriculum of Horror

Or, the Pedagogies of Monsters, Madmen, and the Misanthropic

New York, 2019. XII, 232 pp.

hb. • ISBN 978-1-4331-6322-7

CHF 98.– / €D 84.95 / €A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

eBook (SUL) • ISBN 978-1-4331-6398-2

CHF 98.– / €D 94.95 / €A 95.– / € 79.20 / £ 64.– / US-\$ 94.95

Horror often gets a bad rap, written off as fodder and sensational trash. This text argues that works of the grotesque, most particularly those that fit into the horror genre (including film, written works, radio plays, music, and more), are rich with content that has been largely ignored by curriculum theorists, and that this marginalization makes the genre ripe for exploring the anxieties that drive people to invent these tales, leaving them fertile ground for curriculum exploration. Author James

V. Grant takes a bricolage approach to understanding constructed monstrosity within cultural phenomena, using it as groundwork for auto-biographical and cultural research. Through this bricolage—particularly as a means for exploring the third spaces that the monstrous inhabit and what this habitation reveals—the author problematizes not only a range of identity politics, but also the primacy of human access in educational thought, questioning the efficacy of viewing students, teachers, and schools as objectively knowable data factories. The blending of frameworks creates a Victor Frankenstein approach to uncovering what popular creations of monstrosity reveal about the anxieties of the current age, and what understanding them opens up for curriculum studies. The text's arts-based inquiry into exploring monstrosity, beginning each chapter with a nightmare screenplay (based on the author's own nightmares) relevant to the subject matter at hand and ending with theoretical introspection that situates the author within the subject matter, also provides a set of examples of horror theorizing in action.

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

Intersectionality of Critical Animal Studies

A Historical Collection

New York, 2019. XXII, 318 pp.

Radical Animal Studies and Total Liberation. Vol. 5

hb. • ISBN 978-1-4331-6311-1

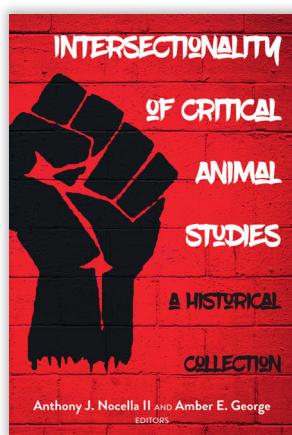
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-6310-4

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

eBook (SUL) • ISBN 978-1-4331-6312-8

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



Critical Animal Studies, and discuss issues related to race, gender, disability, class, and queerness. Not only are these articles historically significant within the field of Critical Animal Studies, but they are integral to the overall social justice movement. *Intersectionality of Critical Animal Studies: A Historical Collection* should be read by anyone interested in the Critical Animal Studies field, as we consider them to be classic writings that should be respected as foundational texts. There are many interesting and innovative texts, but these are historical, not only because they were published in JCAS, but because they were among the first to publish on a particular intersectional issue.

Anton Hilckman

Gesammelte Werke

Schriften zur politischen Pädagogik.

Teil 1: Politische Theorie und Föderalismus

Bearbeitet, kommentiert und herausgegeben von Tomasz Stępień

Berlin, 2019., 398 S.

Vergleichende Studien zur Bildung, Kultur und Technik. Bd. 7

geb. • ISBN 978-3-631-65699-0

CHF 75.– / €D 64.95 / €A 66.80 / € 60.70 / £ 50.– / US-\$ 73.95

eBook (SUL) • ISBN 978-3-633-04934-3

CHF 82.– / €D 74.95 / €A 75.10 / € 62.60 / £ 51.– / US-\$ 75.95

Die Frage nach der politischen Verfassung der Gesellschaft als Leitmotiv der politischen Theorie gehört neben Kulturwissenschaft und Philosophie zu den Hauptthemen im Gesamtwerk von Anton Hilckman. Den Hintergrund dafür bilden die dramatischen Ereignisse in Deutschland und Europa des 20. Jahrhunderts. Anton Hilckman als politisch engagierter Zeitzeuge nahm direkt an diesen Auseinandersetzungen teil. In diesem Zusammenhang entwickelt er die Theorie des politischen Föderalismus als eine Alternative für Deutschland und Europa gegenüber den totalitären Ideologien des Kommunismus und Nationalsozialismus, die er als die eigentlichen politischen Pseudo-Religionen herau stellt. Gleichzeitig plädiert er für eine politische Bildung der Bürgerschaft als Grundlage politischer Mündigkeit.

Oscar Pemantle

Contrasting Arguments

The Culture War and the Clash in Education

New York, 2019. VIII, 226 pp., 1 table

hb. • ISBN 978-1-4331-5165-1

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

eBook (SUL) • ISBN 978-1-4331-5166-8

CHF 93.– / €D 89.95 / €A 90.– / € 75.– / £ 60.– / US-\$ 89.95

Contrasting Arguments presents the variable story of the culture wars and the clash in education from the point of view of the principal actors on the two sides. This makes it a very different story from the one told by their disciples and followers in the schools of education. According to the main actors, the root of the contemporary culture clash goes back to the Enlightenment and beyond to the historical Socrates and the platonic dialogues. However, there are much deeper issues that exist on a more fundamental level: (1) subject-object distinction deriving from Hegel, (2) the nature of human consciousness either as perception or as experience, (3) rejection of consciousness as an entirety and its acceptance by the other side from Gramsci and Freire, (4) the consequent development of a theory of instruction and craft of teaching, and (5) the phenomenon of "inversion" as an explanation of the moral force of the evangelical coming from the left. Each issue is discussed in a chapter devoted to the theme in question, with an appropriate title to guide the reader. This book closes by contrasting the best theories to help readers make their choices and cut through the culture clash. *Contrasting Arguments* is a must read for students of Gramsci, Freire, Socrates, Plato, Hegel, Dewey, Bruner and beyond who are interested in how these great minds clash in our global education efforts.

Tim Spuck · Leigh Jenkins · Terrie Rust · Remy Dou (eds.)

Best Practices in STEM Education

Innovative Approaches from Einstein Fellow Alumni
Second Edition

New York, 2018. XLVI, 584 pp., 39 b/w ill., 36 tables

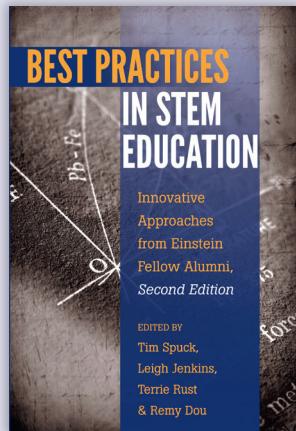
Educational Psychology. Critical Pedagogical Perspectives. Vol. 27

pb. • ISBN 978-1-4331-5416-4

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

eBook (SUL) • ISBN 978-1-4331-5098-2

CHF 68.– / €^D 62.95 / €^A 63.– / € 52.50 / £ 42.– / US-\$ 62.95



Science, technology, engineering, and mathematics (STEM) education are seen by leaders from across the globe as key to economic success and prosperity. The goal of *Best Practices in STEM Education: Innovative Approaches from Einstein Fellow Alumni, Second Edition* is to improve the state of STEM education, not only in the United States, but internationally as well—good education anywhere is good for education everywhere. As the body of STEM-learning research grows, this

second volume provides the unique perspective of nationally recognized educators who have spent, collectively, more than 600,000 hours at the interface between teaching and learning. The 24 chapters included in this volume are the product of years of practice, mistakes, reflection, and refinement. They provide the experiential pragmatism backed by research so desired by practitioners. Each chapter communicates how its author has implemented a specific STEM practice in the classroom and how the practice might be modified for use in other classrooms, schools, and learning environments. These are stories of success, as well as stories of struggle. Readers of this second edition will gain powerful insight about what really works when it comes to teaching and learning STEM. *Best Practices in STEM Education: Innovative Approaches from Einstein Fellow Alumni, Second Edition* will serve as an excellent resource for use in any science, technology, engineering, and mathematics teaching methods course, and no professional education library, K through college, should be without a copy

TIM SPUCK is the STEM Education Development Officer at Associated Universities Inc. Major awards include the Albert Einstein Distinguished Educator Fellowship, American Institute of Aeronautics & Astronautics Educator Achievement Award, Pennsylvania Christa McAuliffe Fellowship, and the Tandy Technology Scholars Award. Tim earned his M.Ed. in Science Education from Clarion University of Pennsylvania, and his Ed.D. Curriculum & Instruction from West Virginia University.

LEIGH JENKINS is currently a doctoral candidate in Administrative Leadership at Shenandoah University in northwestern Virginia. Leigh taught biology and environmental science for 18 years in West Virginia. She holds a M.A. in Sociology and an M.A. in Science Curriculum and Instruction. Leigh was awarded the Albert Einstein Distinguished Educator Fellowship, Japan Fulbright Memorial Teachers Fund Scholarship, and was the 2016 West Virginia Conservation Teacher of the Year.

TERRIE RUST is an ITEEA Distinguished Technology Educator. She has contributed globally on STEM education projects, most notably while working in India. Terrie holds M.A. and M.Ed. degrees in education fields, and an Education Specialist (Ed.S.) degree in Organizational Leadership. Terrie received numerous awards for her teaching programs from ITEEA and ACTEaz. She is currently serving as a STEM consultant in the DC area.

REMY DOU is a clinical assistant professor at Florida International University working on undergraduate and out-of-school STEM education research. Previously, he served at the White House Office of Science and Technology Policy and at the National Science Foundation as an Albert Einstein Distinguished Educator Fellow. He is also a Worlds Ahead Graduate at Florida International University, received the Jhumki Basu Scholar Award from the National Association for Research in Science Teaching.

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

Ma

Materiality in Teaching and Learning

New York, 2019. XII, 290 pp., 26 b/w ill.

Counterpoints. Studies in Criticality. Vol. 528

hb. • ISBN 978-1-4331-3451-7

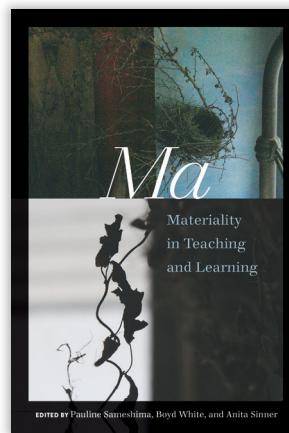
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-3450-0

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

eBook (SUL) • ISBN 978-1-4331-5922-0

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



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

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Pavel Zgaga · Ulrich Teichler · Hans G. Schuetze ·
Andrä Wolter (eds.)

Higher Education Reform: Looking Back – Looking Forward

Second Revised Edition

Berlin, 2019. 468 pp., 15 b/w fig., 14 tables

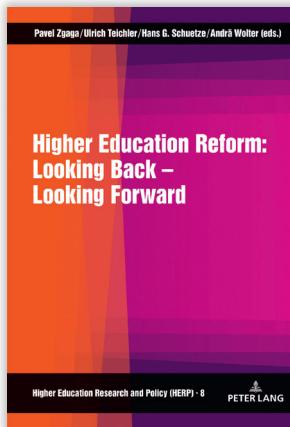
Higher Education Research and Policy, Vol. 8

hb. • ISBN 978-3-631-77257-7

CHF 70.– / €D 59.95 / €A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95

eBook (SUL) • ISBN 978-3-631-79306-0

CHF 70.– / €D 66.95 / €A 67.30 / € 56.10 / £ 46.– / US-\$ 67.95



The central focus of this book is the concept of higher education reform in the light of an international and global comparative perspective. After decades of far-reaching reform, higher education around the world has profoundly changed and now has to face the challenges of the present. This volume takes a close look at these changes, the drivers of change, their effects and possible future scenarios. In their contributions the authors discuss a variety of basic concepts: learning and teaching in higher education; financing and quality assurance; governance change; massification vs. equity and equality; internationalization and mobility, the implementation of life-long structures in higher education.

Joseph E. Flynn, Jr.

White Fatigue

Rethinking Resistance for Social Justice

New York, 2018. XX, 178 pp.

Social Justice Across Contexts in Education, Vol. 8

hb. • ISBN 978-1-4331-5026-5

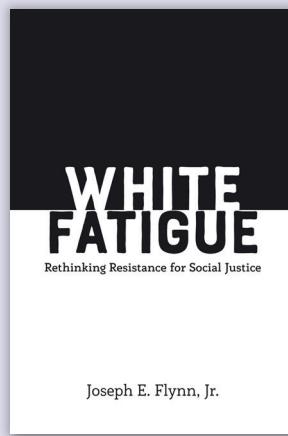
CHF 98.– / €D 84.95 / €A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

pb. • ISBN 978-1-4331-5895-7

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

eBook (SUL) • ISBN 978-1-4331-5027-2

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



Joseph E. Flynn, Jr.

White Fatigue: Rethinking Resistance for Social Justice explores how, despite the pleas and research of critical scholars, what passes for multicultural education in schools is often promotion of human relations and tolerance rather than a sustained critical examination of how race and racism shape social, political, economic, and educational opportunities for various groups, both historically and currently. Simultaneously, our nation's social mores have changed over

time and millions of White Americans find racism morally reprehensible. This book illustrates that despite that shift, it is not uncommon to experience White Americans—in classrooms and other spaces—struggling to understand how racism functions. This struggle is often talked about as White resistance, White guilt, and White fragility. White fatigue is an idea that helps explain and differentiate this struggle for better understanding among White folks who feel racism is wrong but do not yet have an understanding of how racism functions. *White Fatigue: Rethinking Resistance for Social Justice* ultimately argues that if we are to advance our national conversation on race, educators must be willing to define reactions to conversations about race with more nuances, lest we alienate potential allies, accomplices, and leaders in the fight against racial injustice.

JOSEPH E. FLYNN, JR. is an associate professor of curriculum and instruction at Northern Illinois University, and his work centers on the intersection of race, curriculum, and social justice. Previously he co-edited *Rubric Nation: Critical Inquiries on the Impact of Rubrics in Education*.

Larry Feldman • Sandy Feldman

Building Bridges Across the Racial Divide

New York, 2019. XIV, 186 pp.

hb. • ISBN 978-1-4331-6070-7

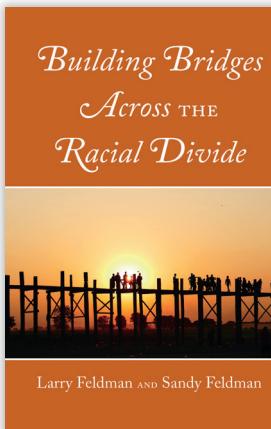
CHF 118.- / €D 102.95 / €A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

pb. • ISBN 978-1-4331-7296-0

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

eBook (SUL) • ISBN 978-1-4331-6034-9

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



Building Bridges Across the Racial Divide

Larry Feldman and Sandy Feldman

Building Bridges Across the Racial Divide offers a hopeful view of how well-constructed diversity initiatives can combat entrenched racial prejudice and segregation in American life. This book provides an extensive review of research on methods for reducing stereotypes and prejudice and describes multiple initiatives designed to reduce the negative effects of racial separation by bringing together children, teens, and adults from different racial groups to share a variety of positive experiences. The concepts in *Building Bridges Across the Racial Divide* are presented in clear, jargon-free language.

Each concept comes alive with detailed examples from a variety of successful programs. Combining specific principles with poignant illustrations, this book will appeal to a wide variety of readers: educators, parents, students, clergy, youth leaders, community organizers, business leaders, and anyone who feels drawn to the goal of “making things better.” This book is an excellent text for courses on diversity, race relations, social psychology, sociology, education, parenting, and community development.

Marva McClean

From the Middle Passage to Black Lives Matter

Ancestral Writing as a Pedagogy of Hope

New York, 2019. X, 160 pp.

hb. • ISBN 978-1-4331-5546-8

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

pb. • ISBN 978-1-4331-5547-5

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

eBook (SUL) • ISBN 978-1-4331-5491-1

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

In this narrative rooted in autoethnography, the author juxtaposes her personal story with that of international stories of resistance to oppression and calls on educators to include children’s personal stories as critical pedagogy to honor their funds of knowledge and foster their historical consciousness. With a focus on eighteenth-century freedom fighter Nanny of the Maroons, *From the Middle Passage to Black Lives Matter* emphasizes the historical connections between Indigenous people worldwide who have harnessed their ancestral roots to disrupt cultural hegemony. The book emphasizes the imaginative and radical assertions of the enduring resistance of the formerly colonized, going back to the era of slavery through to the Civil Rights Movement and Black Lives Matter, and calls for a radical shift in the global curriculum to include these stories. Storytelling is acknowledged as an intergenerational teaching methodology rooted in Indigenous Epistemology which

serves to honor our common humanity. The essential message of the text is conveyed through the socio-educational and cultural interventions that are asserted as transformational pedagogy that will serve to elevate students’ voices and promote their academic achievement. This book bears witness to the ways in which the history and sociocultural background of Indigenous people have been ignored and at times rendered invisible or inconsequential, and offers innovative strategies to correct history and write Indigenous people into the literature with creativity and sensitivity. *From the Middle Passage to Black Lives Matter* is a narrative of social justice that seeks to raise the reader’s historical consciousness and provide authentic strategies to decolonize the global curriculum.

Glenda M. Prime (ed.)

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

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

hb. • ISBN 978-1-4331-6176-6

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

pb. • ISBN 978-1-4331-6175-9

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

eBook (SUL) • ISBN 978-1-4331-6177-3

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



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

Glenda M. Prime, Editor

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

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Anthony J. Nocella II · Sean Parson · Amber E. George ·
Stephanie Eccles (eds.)

A Historical Scholarly Collection of Writings on the Earth Liberation Front

New York, 2019. XVIII, 344 pp.

Radical Animal Studies and Total Liberation. Vol. 4

hb. • ISBN 978-1-4331-5992-3

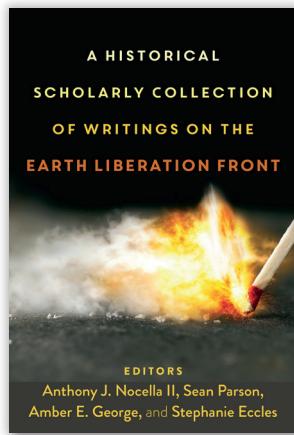
CHF 129.– / €D 111.95 / €A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-5993-0

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

eBook (SUL) • ISBN 978-1-4331-5994-7

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



As the inevitable, unsustainable nature of contemporary society becomes increasingly more obvious, it is important for scholars and activists to engage with the question, "what is to be done?" *A Historical Scholarly Collection of Writings on the Earth Liberation Front* provides an analysis and overview of an under-discussed but important part of the radical environmental movement, the Earth Liberation Front (ELF), which actively tried to stop ecocide. Through engagement with the activism and thought behind the ELF, volume contributors encourage readers to begin questioning the

nature of contemporary capitalism, the state, and militarism. This book also explores the social movement and tactical impact of the ELF as well as governmental response to its activism, in order to strengthen analytic understanding of effectiveness, resistance, and community resilience. *A Historical Scholarly Collection of Writings on the Earth Liberation Front* is sure to inspire more scholarly work around social change, eco-terrorism, environmental studies, and environmental justice. This book is a valuable text for criminologists, sociologists, environmental advocates, politicians, political scientists, activists, community organizers, and religious leaders.

Carolyn "Carolina" Rosas Webber (ed.)

Working in the Margins

Domestic and International Minority Women
in Higher Education

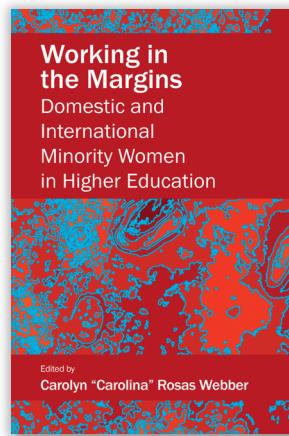
New York, 2020. VIII, 142 pp.

hb. • ISBN 978-1-4331-6276-3

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

eBook (SUL) • ISBN 978-1-4331-6277-0

CHF 93.– / €D 89.95 / €A 90.– / € 75.– / £ 60.– / US-\$ 89.95



The major theme for this book is that differences in identity continue to matter in all aspects of culture including the classroom and academic workplace. Women in academia continue to experience racism, ethnocentrism, nativism, sexism, and classism in higher education. *Working in the Margins* is an edited volume comprised of works by domestic and international communication scholars of diverse backgrounds in citizenship, language, ethnicity, race, class and educational heritage (first or second generation college educated). The title of this collection is a double entendre of the marginal place the contributors occupy in U.S. systems of higher education and how they reclaim these ascribed positions by invoking their bodies as text and communicating their stories of difference. Each chapter draws on critical and feminist perspectives and also intersectionality to develop critical strategies for teaching, surviving and/or thriving in higher education. The authors use autoethnography and other forms of storytelling to illuminate how they work in the margins of their difference to transform student learning and minority experiences in higher education. This volume is an excellent resource for undergraduate and graduate students, educators, and administrators in various fields of study, and particularly communication, education and ethnic studies. It is an important volume for students and scholars seeking to understand complex relationships among communication, identity, and power; seeing critical pedagogy at work; and using qualitative methodology. It is a highly recommended book for women and people of color transitioning from graduate school to professional academic positions.

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Mara Cogni**Skills****A Practical Guide in Conversation, Vocabulary and Writing**

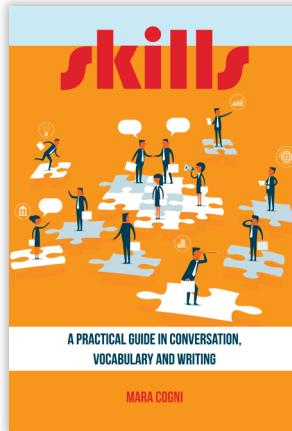
New York, 2019. VIII, 258 pp.

pb. • ISBN 978-1-4331-5040-1

CHF 29.– / €D 24.95 / €A 25.70 / € 23.30 / £ 19.– / US-\$ 27.95

eBook (SUL) • ISBN 978-1-4331-7130-7

CHF 29.– / €D 27.95 / €A 28.– / € 23.30 / £ 19.– / US-\$ 27.95



Many students today have to grapple with questions such as *What am I very good at?* and *What are my strengths and how can I use them for a better life?* These are central questions for us as learners, employees, family members, friends and thriving individuals in general. An inquiry into our skills helps us discover our potentialities and the talents we need in order to create a fulfilling life. As a result, it assists us in successfully finding the right role for ourselves in society. *Skills: A Practical Guide in Conversation, Vocabulary and Writing* is intended to take learners on a reflective skill-investigative journey,

in which speaking and writing about skills is both self-exploratory and fun. This book offers a more reflective approach to thinking and talking about skills. Learners will become well-equipped with knowledge and understanding of a set of skills they can ascribe to themselves and others. This will, consequently, prepare them for a world of work that is very specific in its skillset requirements. The book aims at helping students think critically about skills both orally and in writing. It also includes activities intended to expand vocabulary, which underlies successful communication.

Jerry D. Leonard**Teaching Spivak—Otherwise****A Contribution to the Critique of the Post-Theory Farrago**

New York, 2019. XX, 104 pp., 1 b/w ill.

Education and Struggle. Narrative, Dialogue, and the Political Production of Meaning. Vol. 19

hb. • ISBN 978-1-4331-6351-7

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

eBook (SUL) • ISBN 978-1-4331-6440-8

CHF 93.– / €D 89.95 / €A 90.– / € 75.– / £ 60.– / US-\$ 89.95

Grounded in the revolutionary Marxist view that “theory ... becomes a material force when it has seized the masses,” *Teaching Spivak—Otherwise: A Contribution to the Critique of the Post-Theory Farrago* activates the practice of critique as a mode of “teaching otherwise” for transformative social change. Taking the post-theory teachings of Gayatri Chakravorty Spivak as its central focus, author Jerry D. Leonard meticulously unpacks Spivak’s fashionably dense writings and “talks.” His analyses reveal that what passes

for “radical” thought in the dominant humanities is actually a sustained mystification that attempts to erase class struggle and class critique from the realm of knowledge. One of the book’s most significant interventions is its powerful appropriation of “close reading” as a strategy in the broader project of ideology critique. *Teaching Spivak—Otherwise* does for Spivak what Frederick Engels did for Eugen Dühring and Mao Zedong did for Deng Xiaoping: it teaches the class lesson that Spivak’s thought is a complexly obscured articulation of “new” ruling class ideas in what Lenin called “a farrago of contrasting principles ... , an urge to rise verbally to the higher spheres and conceal the conflicts between the historical groups of the population with phrases.” This book will be a useful supplementary text for undergraduate and graduate courses in contemporary critical theory and pedagogy.

Leslie L. Palmer**Intern Teachers Using Currere****Discovering Education as a River**

New York, 2019. XVI, 204 pp.

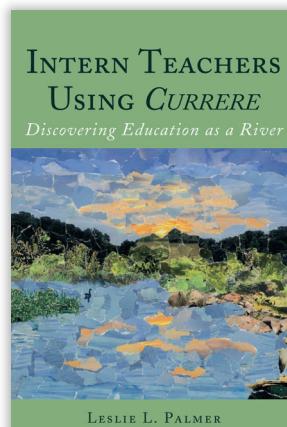
Complicated Conversation. A Book Series of Curriculum Studies. Vol. 55

hb. • ISBN 978-1-4331-7138-3

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

eBook (SUL) • ISBN 978-1-4331-7139-0

CHF 93.– / €D 89.95 / €A 90.– / € 75.– / £ 60.– / US-\$ 89.95



Intern Teachers Using Currere: Discovering Education as a River is about a new way of grounding students in teacher preparation programs that allows them to access their previous experiences and concepts of education as the basis for developing their individual understandings of curriculum in the fullness of its meaning. *Currere* is shown as a remarkable process that can have a tremendously positive influence on a teacher’s developing identity, her understanding of lived curriculum, and her emerging recognition of pedagogy. The metaphor of a river is used to open up the phenomenon

of using *Currere* to understand curriculum through various sources that reveal relationships with language, dwelling, identity, and hermeneutic phenomenology. The initial themes that arise include moments, in-between spaces, abundance, resilience, and the flow of lived experience. Further conversation and interpretation reveal deeper pedagogical themes, including navigating unexpected experiences; the difficulties of finding authenticity in a mentor’s classroom; the constant state of being watched, observed, and evaluated; exploring the teacher-self; and discovering the curriculum and pedagogy of lived experience. Based on these emergent themes, this book explores ways in which the lived experience of using *Currere* to understand curriculum has pedagogical implications for teacher practice and teacher preparation. It suggests that opportunities for intern teachers to use the *Currere* process can help them discover for themselves what it is to be a teacher; develop orientations of stewardship toward professional practice; deepen their understandings of curriculum in its abundance; and create a lived curriculum of pedagogical care in their classrooms for the children whom they have committed to serve.

**TEACHING SPIVAK
OTHERWISE**... a contribution to the critique
of the post-theory farrago ...

Jerry D. Leonard

Eva Álvarez Ramos (eds)

Humanidades digitales: una mirada desde la interdisciplinariedad

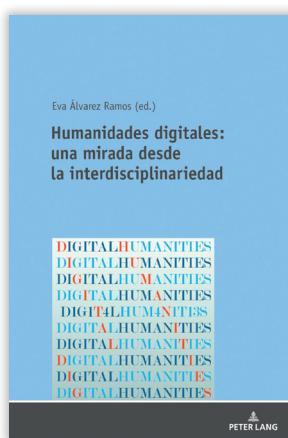
Berlin, 2019., 190 p., 23 il. blanco/negro, 10 tablas

enc. • ISBN 978-3-631-78977-3

CHF 41.– / €^D 34.95 / €^A 35.90 / € 32.70 / £ 27.– / US-\$ 39.95

eBook (SUL) • ISBN 978-3-631-79376-3

CHF 41.– / €^D 38.95 / €^A 39.20 / € 32.70 / £ 27.– / US-\$ 39.95



La irrupción de lo digital en el mundo de las humanidades ha puesto en evidencia la necesidad de un replanteamiento bastante radical de nuestra relación con el objeto de estudio; una variación que afecta a la totalidad del proceso que va de la creación a la recepción: escritura, transmisión, análisis, recepción, preservación y aplicación a la enseñanza. De todos estos aspectos se ocupan las páginas de este volumen, atentas a los cambios que lo digital ha venido a imponer sobre la categoría de «autor literario» y sobre la escritura misma; al lector tan distinto al tradicional que emerge de los

transmedia; a la difusión masiva de la literatura; a las novedades derivadas de la incorporación al proceso de análisis de métodos cuantitativos o las que emanan de la edición digital; y, finalmente, a la renovación didáctica que impone la adecuación del aula a lo digital.

Maria Arreguin-Anderson · Iliana Alanís

Translingual Partners in Early Childhood Elementary Education

Pedagogies on Linguistic and Cognitive Engagement

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

Critical Studies of Latinxs in the Americas. Vol. 12

hb. • ISBN 978-1-4331-4938-2

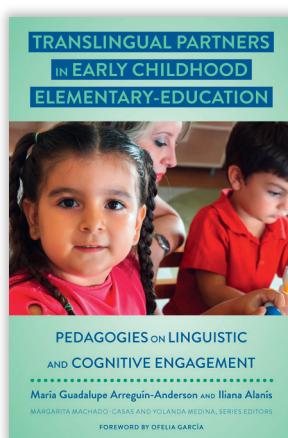
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-4939-9

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

eBook (SUL) • ISBN 978-1-4331-6464-4

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



This book takes the reader through a journey into the practical and theoretical aspects of partner-based learning in bilingual early childhood environments. The authors begin by presenting compelling arguments for the significance of this approach noting the parallels between partner-based collaborative learning and developmentally appropriate practices for young learners. Part 1 weaves in tenets of a LatCrit perspective to highlight intersections of a social justice orientation to learning and teaching and a collaborative approach that capitalizes on Latinx bilingual children's linguistic repertoire and cultural cap-

ital. The authors unpack the translingual partner construct unveiling the potential of bilingual children as meaning-makers and language problem solvers. Part 2 contextualizes the concept of translingual partner interactions in two early childhood classrooms. Then, to bridge theory and praxis, Part 3 reveals what the authors have learned after thousands of observations, conversations, and interactions with bilingual teachers and young learners throughout the United States. Readers will find considerations for the design of partner-based interactions. Specifically, the authors address criteria such as language proficiency, academic strengths, and learning styles. The authors include general guidelines for effective partner collaboration to assist teachers in the assessment of partner-based work. To bring the discussion full circle, the authors close with an example of a real-life partnership. Chicano leaders Dolores Huerta and César Chávez's partnership is portrayed in terms of their agency, impact, and connectedness with the community.

Susan Bernheimer

Living Stories

Nontraditional College Students in Early Childhood Education

New York, 2019. XVI, 136 pp.

Childhood Studies. Vol. 9

hb. • ISBN 978-1-4331-7195-6

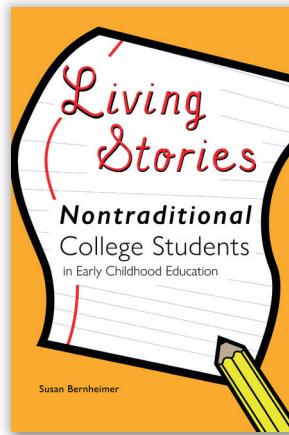
CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95

pb. • ISBN 978-1-4331-7194-9

CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95

eBook (SUL) • ISBN 978-1-4331-7197-0

CHF 40.– / €^D 38.95 / €^A 39.– / € 32.50 / £ 26.– / US-\$ 38.95



In *Living Stories: Nontraditional College Students in Early Childhood Education*, Susan Bernheimer takes the reader into her journey with a group of nontraditional college students. Bernheimer's struggle to find a meaningful approach to teaching the students about early childhood development and care is infused with the insights and wisdom that come from listening to, and valuing, the remarkable stories of her students' lives. This book offers a powerful new road map for early childhood teacher preparation through a relational pedagogy that honors students' life experiences

and that leads to deep reflection and learning. The approach is embedded in students' strengths and knowledge and is successfully inclusive of an increasingly diverse student demographic. Bernheimer provides an inclusive model of education that builds upon the strengths of all students.

Rosa Hong Chen

Pedagogy of Life

A Tale of Names and Literacy

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

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 52

hb. • ISBN 978-1-4331-6037-0

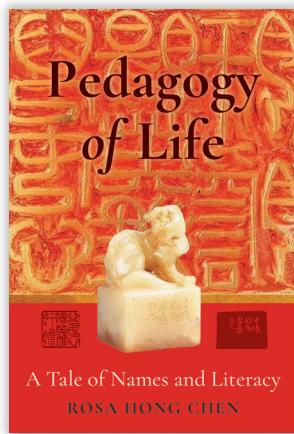
CHF 129.– / €D 111.95 / €A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Pedagogy of Life takes its readers through the echoing stories of the half-century, historical Cultural Revolution of pb. • ISBN 978-1-4331-5845-2

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

eBook (SUL) • ISBN 978-1-4331-6038-7

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



A Tale of Names and Literacy
ROSA HONG CHEN

Pedagogy of Life takes its readers through the echoing stories of the half-century, historical Cultural Revolution of China to the literate lifeworld today. Rosa Hong Chen offers a gripping array of personal and kindred stories woven into the power of words and empathy of art through the volutes of writing and dancing for life, expressing genera of warm melancholy, weighty sensations, compulsive sobs, and refrained elation. It is for the existential history of individual lives and communal sharing that life creates a pedagogical condition of possible experiences. Life itself forms a historical and social path of human growth and

maturity. In a philosophical and educational autoethnographical inquiry, the author examines the nature of literacy for those marginalized and oppressed; Chen explores how one's name and the ways in which that name is used affect a person's self-knowing and knowing of the world. This book exemplifies the idea that individuals' autobiographical stories are importantly connected to wider cultural, political, and social meaning and understanding. *Pedagogy of Life* echoes readers' musings, affects, relations, imagination, choice, learning, teaching, and much more, because we, each and all, have our own names, ways of uttering, writing, and dancing, and, ultimately, our own ways of living, knowing, and becoming.

Christine Clayton • James Kilbane, Jr.

Inquiry in Tandem

Student and Teacher Learning in Secondary Schools

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

hb. • ISBN 978-1-4331-7045-4

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

pb. • ISBN 978-1-4331-7046-1

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

eBook (SUL) • ISBN 978-1-4331-7047-8

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

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

Fred Maurer

Leseförderung durch Kriminalliteratur

Deutschdidaktische Annäherungen an ein verkanntes und vernachlässigte Genre

Berlin, 2019. 418 S.

ERZIEHUNGSKONZEPTIONEN UND PRAXIS. Bd. 83

geb. • ISBN 978-3-631-78356-6

CHF 87.– / €D 74.95 / €A 77.10 / € 70.10 / £ 57.– / US-\$ 84.95

eBook (SUL) • ISBN 978-3-631-78357-3

CHF 87.– / €D 82.95 / €A 84.10 / € 70.10 / £ 57.– / US-\$ 84.95

Diese literaturdidaktische Untersuchung widmet sich der Kriminal- und Verbrechensliteratur, die der Deutschunterricht unserer allgemeinbildenden Schulen jahrzehntelang vernachlässigt und zu Unrecht vorschnell der Trivialliteratur zugeordnet hat. Sie will durchaus auch augenzwinkernd beweisen, dass parallel zur literaturdidaktisch längst berücksichtigten Hoch-, Gebrauchs-, Unterhaltungs- und Sachliteratur



mehr als bislang literaturwissenschaftlich und -didaktisch (an-)erkannt zahlreiche Texte (Romane, Novellen, Gedichte) und Medien (Filme, Hörspiele) der Kriminalliteratur höheren künstlerischen Ansprüchen genügen, partiell sogar der Weltliteratur zuzurechnen und auch pädagogisch so wertvoll sind, dass sie in einem zeitgemäßen Deutschunterricht sogar einen curricularen Stammplatz beanspruchen sollten. Analysiert und begründet wird überdies, weshalb und inwiefern eine intensivierte, darüber hinaus fächerverbindend ‚symmediale‘ Einbeziehung und literaturdidaktisch angemessene Behandlung kriminalliterarischer Texte und Medien zugleich einer seit Jahren latent schleichenden, doch zunehmend beobachtbaren Tendenz zur thematisch-methodischen ‚Romantisierung des Deutschunterrichts‘ entgegenwirken und sowohl die Motivation als auch die Leistungsfähigkeit gerade der männlichen Schüler erhöhen können, was deren nach den bedenklichen PISA-Erkenntnissen der vergangenen zwei Jahrzehnte partiell defizitäre Lesekompetenz betrifft (die das Buchstabieren, flüssige Lesen und vertiefte Textverstehen umfasst). Erkannt und benannt, erforscht und problematisiert werden überdies die hieraus entstehenden literaturdidaktischen Potenziale; anhand unterrichtlich auf ihre Eignung hin erprobter Beispiele werden auch die aus praxisnaher didaktischer Warte aus dieser Forschung abgeleiteten Thesen veranschaulicht. Schließlich soll die Arbeit auch jenseits der Schule junge wie ältere Leser(innen) anregen, längst verdrängte oder aber ihnen noch unbekannte literarische Kriminalistik neu zu entdecken.

Mary Poplin • Claudia Bermudez (eds.)

Highly Effective Teachers of Vulnerable Students

Practice Transcending Theory

New York, 2019. XIV, 280 pp., 13 b/w ill., 8 tbl.

Critical Education and Ethics. Vol. 10

hb. • ISBN 978-1-4331-4931-3

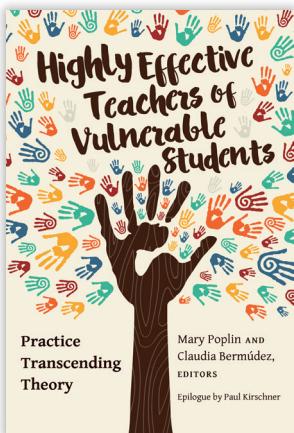
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-4932-0

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

eBook (SUL) • ISBN 978-1-4331-4933-7

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



Highly Effective Teachers of Vulnerable Students contains the quintessential details of highly effective teachers working with students who live in poverty inside our public schools and community colleges. This book features the words and actions of the teachers that can inspire and direct any current or future teacher who wants to be great and be a part of inspiring young people to fulfill their potential. This is the grist we need to spark a reinvigorated critical national conversation about what it takes to really have highly effective teachers in low-income public schools and whether

we have the moral courage to work as hard as they do to make educational equity a reality in our nation.

Bernd Tesch

Sinnkonstruktion im Fremdsprachenunterricht

Einführung in die rekonstruktive Fremdsprachenforschung mit der dokumentarischen Methode

2., neubearbeitete und erweiterte Auflage

Berlin, 2019. 300 S., 4 farb. Abb., 38 s/w Abb., 3 farb. Tab., 10 s/w Tab., 8 Graf.

LaCuLi. Language Culture Literacy. Bd. 11

geb. • ISBN 978-3-631-78410-5

CHF 75.– / €D 64.95 / €A 66.80 / € 60.70 / £ 50.– / US-\$ 73.95

eBook (SUL) • ISBN 978-3-631-78636-9

CHF 75.– / €D 71.95 / €A 72.80 / € 60.70 / £ 50.– / US-\$ 73.95



Das Buch führt in die rekonstruktive Fremdsprachenforschung auf Grundlage der dokumentarischen Methode ein. Dabei steht die Unterrichtsforschung mit Audio- und Videografie im Fokus: Wie wird Fremdsprachenunterricht im Alltag hergestellt? Der Blick ist somit auf die Praktiken der Vermittlung und Aneignung von Fremdsprachen gerichtet, die in ihrem Spannungsverhältnis zu institutionellen, fachlichen und fachdidaktischen Normen empirisch bestimmbar sind.

Neben der Audio- und Videografie im fremdsprachlichen Klassenzimmer können auch Gruppengespräche mit Lehrenden und Lernenden sowie Einzelinterviews genutzt werden. Im Ergebnis stellt sich der Fremdsprachenunterricht als ein Prozess der Wissenskonstruktion auf verschiedenen Ebenen dar.

BERND TESCH ist Professor für die Romanistische Fachdidaktik an der Eberhard Karls Universität Tübingen. Er unterrichtete an Schulen im In- und Ausland und war am Berliner Institut zur Qualitätsentwicklung im Bildungswesen tätig. Nach seiner Tätigkeit an der Universität Kassel lehrt er derzeit in Tübingen.

Jason Rawls · John Robinson

Youth Culture Power

A #HipHopEd Guide to Building Teacher-Student Relationships and Increasing Student Engagement

New York, 2019. XIV, 114 pp., 1 table

Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 1

hb. • ISBN 978-1-4331-7126-0

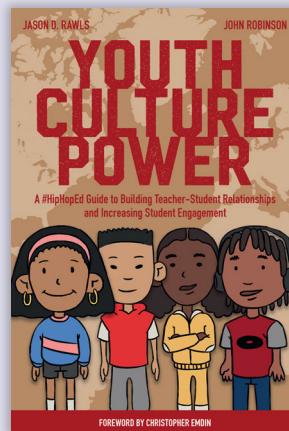
CHF 93.– / €D 80.95 / €A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

pb. • ISBN 978-1-4331-7125-3

CHF 29.– / €D 24.95 / €A 25.70 / € 23.30 / £ 19.– / US-\$ 27.95

eBook (SUL) • ISBN 978-1-4331-7127-7

CHF 29.– / €D 27.95 / €A 28.– / € 23.30 / £ 19.– / US-\$ 27.95



In our schools, hip-hop culture is the dominant culture among the students. In *Youth Culture Power: A #HipHopEd Guide to Building Teacher-Student Relationships and Increasing Student Engagement*, Jason D. Rawls and John Robinson, educators and hip-hop artists with experience in the urban classrooms, focus their efforts through Hip-Hop Based Education (HHBE). They argue that hip-hop culture could be useful in building relationships and building student engagement.

The approach to achieve this is Youth Culture Pedagogy (YCP). YCP is based in a foundation of reality pedagogy (Emdin, 2014), culturally responsive pedagogy (Ladson-Billings, 1995), and HHBE (Hill, 2009; Petchauer, 2009). In this volume, the authors lay the groundwork for YCP and how they envision its use within the classroom. In *Youth Culture Power*, the authors put forth their C.A.R.E. Model of youth pedagogy to help teachers create a positive learning environment by building relationships and lessons around students' own culture. Instead of forcing students to give up the things they frequent, Rawls and Robinson feel teachers should discuss them and when possible, use them in lessons. The purpose of this book is to present a fresh take on why educators should not discount the culture of youth within the classroom.

JASON D. RAWLS is an educator for Columbus City Schools as well as adjunct professor at Tiffin University, Ohio University, and Columbus College of Art & Design. He holds an Ed.D. in educational administration from Ohio University. Additionally, he is an accomplished hip-hop producer, artist, and DJ, working with such acts as Mos Def, Talib Kweli, Beastie Boys, and Aloe Blacc and has released over 20 albums.

JOHN ROBINSON is an emcee, producer, entrepreneur, and educator. He has released over a dozen albums and toured the world. As a record label president, he has expertise in social media, online marketing, and web development. He currently works in education as a teaching artist in New York City public schools. John is also a partner in CodeScty which uses original Hip-Hop music, animated videos, youth culture, and more to teach computational thinking skills to underserved youth.

Anissa Belhadjin · Laetitia Perret (éds)

L'extrait et la fabrique de la littérature scolaire

Berlin, 2020. 230 p., 5 ill. n/b.

ThéoCrit'. Vol. 14

br. • ISBN 978-2-8076-1013-2

CHF 47.– / €^D 40.95 / €^A 41.80 / € 38.– / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-2-8076-1014-9

CHF 47.– / €^D 44.95 / €^A 45.60 / € 38.– / £ 31.– / US-\$ 45.95



Anissa Belhadjin et Laetitia Perret (dir.)
L'extrait et la fabrique de la littérature scolaire



Vol. 14

PETER LANG

Pour Barthes, « La littérature, c'est ce qui s'enseigne, un point c'est tout » : le lien entre l'école et la fabrication du littéraire semble indissociable. C'est pour tenter de comprendre comment la littérature s'est constituée comme objet scolaire que le réseau Helice (Histoire de l'Enseignement de la Littérature, Comparaison Européenne), composé d'une vingtaine de chercheurs de pays européens ou du Québec, a été créé en 2010. Les travaux du groupe s'organisent à partir de plusieurs approches (didactique, historique et comparatiste) dont l'intérêt est de dé-naturaliser la relation qui existe entre la

littérature et l'école et d'interroger l'enseignement d'une discipline qui semble souvent aller de soi. Après la fable et la lettre, le groupe Helice s'attache maintenant à étudier l'extrait appréhendé comme un objet susceptible de rendre compte des processus de scolarisation de la littérature. Dans cet ouvrage, les chercheurs d'Helice ont étudié la façon dont l'œuvre littéraire est scolarisée sous la forme particulière de l'extrait, qui en retour fabrique la littérature de l'école. Le premier chapitre étudie l'émergence de l'extrait au fil du temps et son usage, indissociable de sa relation avec l'œuvre dont il provient. Le deuxième chapitre envisage de manière comparatiste les usages de l'extrait dans la formation du lecteur et du scripteur, dans différents pays et segments scolaires, à différents moments, voire dans différents contextes disciplinaires. Le troisième chapitre analyse comment les œuvres de plusieurs grands auteurs patrimoniaux sont lues à l'école.

Marianne Jacquin · Germain SIMONS · Daniel Delbrassine (éds)

Les genres textuels en langues étrangères : entre théorie et pratique

Bern, 2019. VIII, 364 p., 17 ill. n/b, 44 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 186

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L'objectif de l'ouvrage est de démontrer la pertinence d'un enseignement explicite des genres textuels en langues étrangères. À la fois lieux d'intégration des activités langagières proposées en classe et outils de communication qui donnent accès à la vie publique, les genres textuels permettent de répondre aux critères de l'approche par tâches ou perspective actionnelle, lorsqu'ils sont travaillés comme objets d'enseignement. Les différents chapitres de l'ouvrage traitent d'une grande variété de genres textuels et de contextes d'enseignement, abordés selon trois perspectives

: théorique, historique et didactique. La partie pratique contient des recherches empiriques et des propositions de séquences didactiques. Les lecteurs trouveront des pistes concrètes pour la formation tout au long de l'ouvrage.

Crystal LaVoule

Read, Write, Rhyme Institute

Educators, Entertainers, and Entrepreneurs Engaging in Hip-Hop Discourse

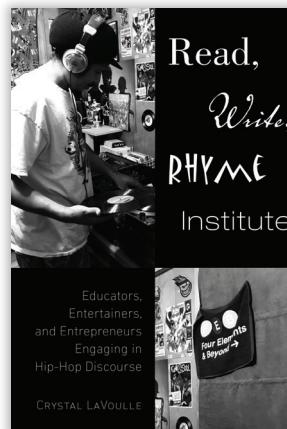
New York, 2019. X, 176 pp.

hb. • ISBN 978-1-4331-6113-1

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

eBook (SUL) • ISBN 978-1-4331-6114-8

CHF 93.– / €^D 89.95 / €^A 90.– / € 75.– / £ 60.– / US-\$ 89.95



Read, Write, Rhyme Institute describes how individuals participating in the Read, Write, Rhyme Institute examine today's youth, hip-hop, and social responsibility. The institute provides a forum to engage in hip-hop Discourse (with a capital D) that includes a world-view and ways of doing, being, and knowing that are used in rap music, graffiti, spoken word poetry, and daily conversation. This book seeks to capitalize on the diversity within the hip-hop community by including successful individuals that grew up not only listening to hip-hop but also living it. Participants include educators, entertainers, and entrepreneurs.

Priya Lalvani (ed.)

Constructing the (M)other

Narratives of Disability, Motherhood, and the Politics of «Normal»

New York, 2019. XVI, 250 pp., 4 b/w ill.

Disability Studies in Education. Vol. 22

hb. • ISBN 978-1-4331-6973-1

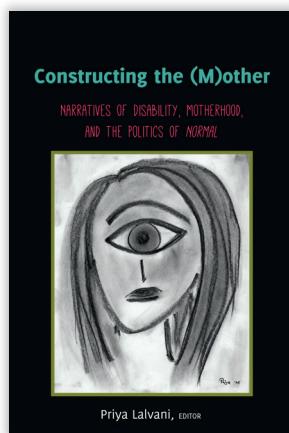
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CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95



Constructing the (M)other is a collection of personal narratives about motherhood in the context of a society in which disability holds a stigmatized position. From multiple vantage points, these autoethnographies reveal how ableist beliefs about disability are institutionally upheld and reified. Collectively they seek to call attention to a patriarchal surveillance of mothering, challenge the trope of the good mother, and dismantle the constructed hierarchy of acceptable children. The stories contained in this volume are counter-narratives of resistance—they are the devices through which mothers push back. Rejecting notions of

the otherness of their children, in these essays, mothers negotiate their identities and claim access to the category of normative motherhood. Readers are likely to experience dissonance, have their assumptions about disability challenged, and find their parameters of normalcy transformed.

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

Animals, Disability, and the End of Capitalism

Voices from the Eco-ability Movement

New York, 2019. XVI, 128 pp.

Radical Animal Studies and Total Liberation. Vol. 1

hb. • ISBN 978-1-4331-3516-3

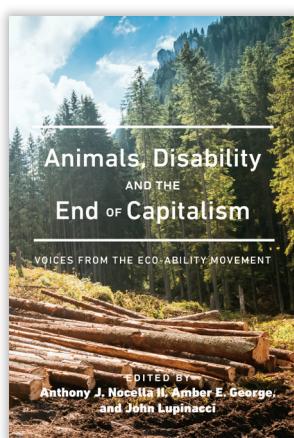
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CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95



Animals, Disability, and the End of Capitalism is a collection of essays from the leaders in the field of eco-ability. The book is rooted in critical pedagogy, inclusive education, and environmental education. The efforts of diverse disability activists work to weave together the complex diversity and vastly overlooked interconnections among nature, ability, and animals. Eco-ability challenges social constructions, binaries, domination, and normalcy. Contributors challenge the concepts of disability, animal, and nature in relation to human and man.

Eco-ability stresses the interdependent relationship among everything and how the effect of one action such as the extinction of a species in Africa can affect the ecosystem in Northern California. *Animals, Disability, and the End of Capitalism* is timely and offers important critical insight from within the growing movement and the current academic climate for such scholarship. The book also provides insights and examples of radical experiences, pedagogical projects, and perspectives shaped by critical animal studies, critical environmental studies, and critical disability studies. Contributors include Sarah R. Adams, Marissa Anderson, Judy K. C. Bentley, Mary Fantaske, Amber E. George, Ava HaberkornHalm, John Lupinacci, Hannah Monroe, Anthony J. Nocella II, Nicole R. Pallotta, Meneka Repka, and Daniel Salomon.

Shawn Anthony Robinson (eds.)

Narratives from Mothers of Children with Dyslexia

Our Stories for Educators

New York, 2019. XII, 144 pp. 1 b/w ill.

hb. • ISBN 978-1-4331-5707-3

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

eBook (SUL) • ISBN 978-1-4331-5704-2

CHF 93.– / €^D 89.95 / €^A 90.– / € 75.– / £ 60.– / US-\$ 89.95



In today's educational space, no student who struggles with reading should be denied a fair and equal education just because teachers are not trained to understand the implications of dyslexia. Failing to learn to read is not failing to learn. It merely means that the orthodox methods of whole-language reading instruction have not favored those students who need specific multisensory instruction. In *Narratives from Mothers of Children with Dyslexia: Our Stories for Educators*, mothers share personal stories of pain in navigating educational spaces for the success of their sons and daughters.

Despite resistance from within the PreK–12 academy, these mothers have become warriors for education. The narratives in this text are global ones, from Singapore, India, Kenya, Spain, Great Britain, and the United States, and are in local “dialect.” The mothers use a variety of terms to describe their experiences, but the differences in language only prove that the language of experience is universal; we can understand everyone, even if they use different terms or names. We understand what they have learned through the challenges and struggles of serving as the backbone of their child's education. We can easily translate that experience into the global, universal expression of a parent's love for their child.

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

Dismantling the Disabling Environments of Education

Creating New Cultures and Contexts for Accommodating Difference

New York, 2019. VI, 222 pp., 8 b/w ill., 3 tables

Disability Studies in Education. Vol. 24

hb. • ISBN 978-1-4331-6316-6

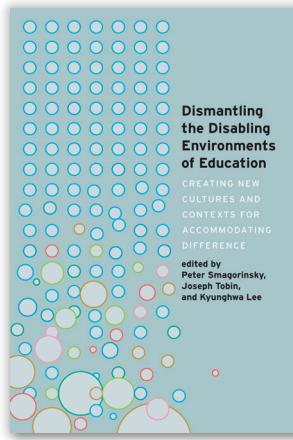
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eBook (SUL) • ISBN 978-1-4331-6361-6

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



Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference challenges assumptions that view people of difference to be “abnormal,” that isolate attention to their difference solely in the individual, that treat areas of difference as matters of deficiency, and that separate youth of difference from the mainstream and treat them as pathologized. As outsiders to mainstream special education, the authors of this collection take a more social and cultural perspective that views the surrounding social environment as at least as

problematic as any point of difference in any individual. Most of the scholars contributing to this volume work with preservice and inservice teachers and grapple with issues of curriculum and pedagogy. One of the primary audiences we hope to reach with this book is our colleagues and practitioners who have not made special education or disability studies the focus of their careers, but who, like we, are determined to engage with the full range of people who attend schools. *Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference* can be a valuable text for undergraduate and graduate courses in teacher education, as it addresses key issues of inclusion, diversity, equity, and differentiated approaches to educating the full range of students.

Emer Ring · Patricia Daly · Eugene Wall

Autism from the Inside Out

A Handbook for Parents, Early Childhood, Primary, Post-Primary and Special School Settings

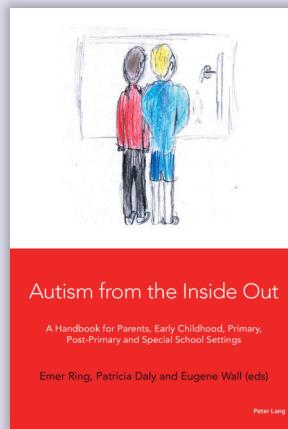
Oxford, 2018. XVI, 306 pp., 17 fig. col., 5 fig. b/w, 24 tables

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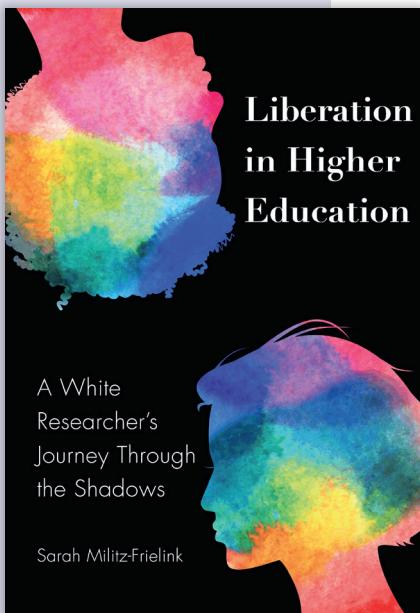


Autism from the Inside Out is the first book to focus on providing Irish parents, early childhood, primary, post-primary and special school teachers with effective strategies for supporting children with autism spectrum difference at home and in educational settings. Presenting contributions from a range of national and international experts in education and psychology, the volume emerged from an evaluation of education provision commissioned by Ireland’s National Council for Special Education, which clearly identified a need for additional guidance, advice and support for parents and teachers. The book rejects «disorder» in favour of «difference», emphasizing the importance of a child-centred approach and the dangers of over-generalization. It includes chapters on effective teaching strategies to promote learning; responding to children’s strengths and needs through individualized planning; assessment practices; the role of the Special Needs Assistant; managing transitions; the environment as the third teacher; promoting children’s wellbeing; and effective leadership for inclusion.

EMER RING is Head of the Department of Reflective Pedagogy and Early Childhood Studies at Mary Immaculate College. She worked previously as a primary teacher and a senior inspector with the Department of Education and Skills and has published widely in the area of education, with a particular focus on autism spectrum difference and inclusion.

PATRICIA DALY is Head of the Department of Educational Psychology, Inclusive and Special Education at Mary Immaculate College. Previously she worked as a post-primary teacher in Ireland and lectured at several universities in the United States, including Ohio Dominican University.

EUGENE WALL is Acting President of Mary Immaculate College and previously worked as a primary teacher and educational psychologist. He lectures in developmental and educational psychology and is co-author of the MICRA-T and SIGMS-T, two of the most widely used standardized tests in Irish primary schools.



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Black Studies and Critical Thinking

Edited by Rochelle Brock and Cynthia B. Dillard

Black Studies and Critical Thinking is an interdisciplinary series which examines the intellectual traditions of and cultural contributions made by people of African descent throughout the world. Whether it is in literature, art, music, science, or academics, these contributions are vast and far-reaching. As we work to stretch the boundaries of knowledge and understanding of issues critical to the Black experience, this series offers a unique opportunity to study the social, economic, and political forces that have shaped the historic experience of Black America, and that continue to determine our future. *Black Studies and Critical Thinking* is positioned at the forefront of research on the Black experience, and is the source for dynamic, innovative, and creative exploration of the most vital issues facing African Americans. The series invites contributions from all disciplines but is specially suited for cultural studies, anthropology, history, sociology, literature, art, and music. Subjects of interest include (but are not limited to): Education, Sociology, History, Media/Communication, Spirituality and Indigenous Thought, Women's Studies, Policy Studies, Advertising, African American Studies, Black Political Thought.

Vol. 113

Sarah Militz-Frielink

Liberation in Higher Education

A White Researcher's Journey Through the Shadows

Vol. 111

Theodore W. Burgh

Is God Funky or What?

Black Biblical Culture and Contemporary Popular Music

Vol. 110

Nathaniel Norment Jr.

African American Studies

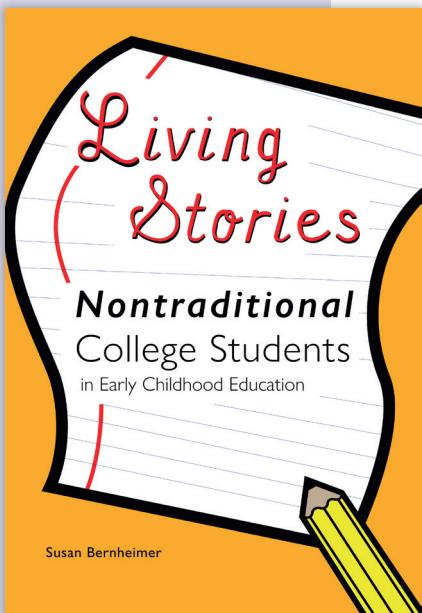
The Discipline and Its Dimensions

Vol. 109

Tammie M. Causey-Konaté • Margaret Montgomery-Richard (eds.)

Called to Sankofa

Leading In, Through and Beyond Disaster—A Narrative Account of African Americans Leading Education in Post-Katrina New Orleans



ISSN: 2379-934X
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Childhood Studies

Edited by Gaile S. Cannella

For many years, the field of *Childhood Studies* has crossed disciplinary boundaries that include, but are not limited to, anthropology, art, education, history, humanities, and sociology by addressing diverse histories, cultures, forms of representation, and conceptualizations of «childhood». The publications in the Rethinking Childhood Series have supported this work by challenging the universalization of childhood and introducing reconceptualized, critical spaces from which increased social justice and possibilities are generated for those who are younger.

This newly named *Childhood Studies* series in the global 21st century is created to continue this focus on social justice for those who are younger, but also to broaden and further explore conceptualizations of privilege, justice, possibility, responsibility and activism. Authors are encouraged to consider «childhood» from within a context that would decenter human privilege and acknowledge environmental justice and the more-than-human Other, while continuing to research, act upon, and transform beliefs, public policy, societal institutions, and possibilities for ways of living/being in the world for all of us. Boundary crossings are of greater importance than ever as we live unprecedented technological change, violence against living beings that are not labeled human (through experimentation, industrialization, and medicine), plundering of the earth, and gaps between the privileged and the marginalized (whether rich/poor, human/nonhuman).

Vol. 9

Susan Bernheimer

Living Stories

Nontraditional College Students in Early Childhood Education

Vol. 7

Marianne N. Bloch • Beth Blue Swadener • Gaile S. Cannella (eds.)

Reconceptualizing Early Childhood Education and Care—A Reader

Critical Questions, New Imaginaries and Social Activism

Second Edition

Vol. 6

Susan Bernheimer

Voices of Early Childhood Educators

Vol. 5

Karen Watson

Inside the ‘Inclusive’ Early Childhood Classroom

The Power of the ‘Normal’

All Children Are All Our Children



Doug Selwyn

ISSN: 1058-1634

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Counterpoints

Studies in Criticality

Edited by Shirley R. Steinberg

Counterpoints publishes the most compelling and imaginative books being written in education today. Grounded on the theoretical advances in criticalism, feminism and post-modernism in the last two decades of the twentieth century, *Counterpoints* engages the meaning of these innovations in various forms of educational expression. Committed to the proposition that theoretical literature should be accessible to a variety of audiences, the series insists that its authors avoid esoteric and jargonistic languages that transform educational scholarship into an elite discourse for the initiated. Scholarly work matters only to the degree it affects consciousness and practice at multiple sites. *Counterpoints'* editorial policy is based on these principles and the ability of scholars to break new ground, to open new conversations, to go where educators have never gone before.

Vol. 529

Doug Selwyn

All Children Are All Our Children

Vol. 528

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

Ma

Materiality in Teaching and Learning

Vol. 527

Daniel G. Krutka • Annie McMahon Whitlock • Mark Helmsing (eds.)

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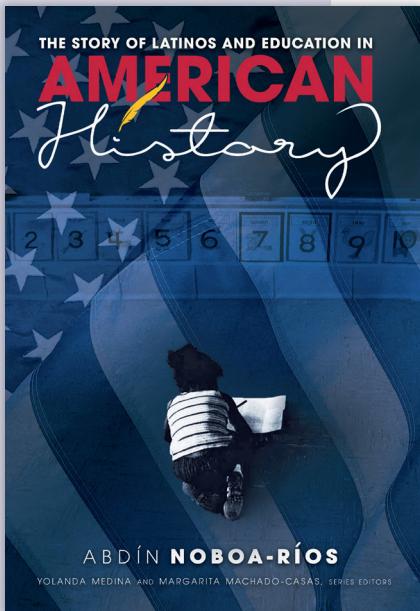
Concepts and Conversations

Vol. 526

Robert Cowan

Teaching Double Negatives

Disadvantage and Dissent at Community College



ISSN: 2372-6822

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Critical Studies of Latinxs in the Americas

Edited by Yolanda Medina and Margarita Machado-Casas

The Latinx presence continues to grow and intersect with every aspect of life in the 21st century. Critical Studies of Latinxs in the Americas will become the counterpart of the aforementioned research about the Latinx diaspora that deserve equal scholarly attention and will add to the academic field of inquiry that highlights the lived experience, consequential progress and contributions, as well as the issues and concerns that all Latinxs face in present times. This provocative series will offer a critical space for reflection and questioning of what it means to be Latinx living in the Americas, extending the dialogue to include the North and South hemispheric relations that are prevalent in other fields of global studies such as Post-Colonial Theory, Post-Colonial Feminism, Latin American and Caribbean Studies, Critical Race Theory, and others. This broader scope can contribute to prolific interdisciplinary research and can also promote changes in policies and practices that will enable today's leaders to deal with the overall issues that affect us all.

Vol. 21

Abdin Noboa-Rios

The Story of Latinos and Education in American History

Vol. 20

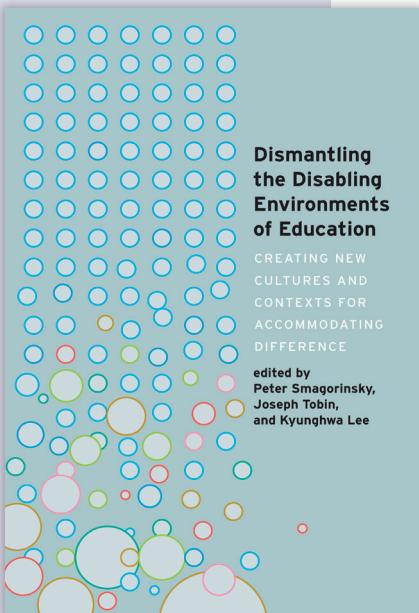
Victoria Pérez-de-Guzmán • Encarna Bas-Peña • Margarita Machado-Casas (eds.)
Gender Issues in Latin America and Spain
Multidisciplinary Perspectives

Vol. 19

Timothy T. Yuen • Emily P. Bonner • María G. Arreguín-Anderson (eds.)
(Under)Represented Latin@s in STEM
Increasing Participation Throughout Education and the Workplace

Vol. 17

Mari Castañeda • Joseph Krupczynski
Civic Engagement in Diverse Latinx Communities
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Edited by Virginia Stead

Globalization increasingly challenges higher education researchers, administrators, faculty members, and graduate students to address urgent and complex issues of equitable policy design and implementation.

This book series provides an inclusive platform for discourse about – though not limited to – diversity, social justice, administrative accountability, faculty accreditation, student recruitment, admissions, curriculum, pedagogy, online teaching and learning, completion rates, program evaluation, cross-cultural relationship-building, and community leadership at all levels of society.

Ten broad themes lay the foundation for this series, but potential editors and authors are invited to develop proposals that will broaden and deepen its power to transform higher education:

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Kelly K. Hope (ed.)

Black Women Speaking From Within

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Warren J. Blumenfeld

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

Vol. 11

Khalid Arar · Kussai Haj-Yehia · David Ross · Yasar Kondakci (eds.)

Higher Education Challenges for Migrant and Refugee Students in a Global World



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Edité par *Bernard Schneuwly, Rita Hofstetter, Bernard Wentzel et Isabelle Capron Puozzo*

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Vincent Capt · Mathieu Depersinge · Sonya Florey (éds)

L'enseignement du français et le défi du numérique

Vol. 188

Sylvain Wagnon (éd.)

Le manuel scolaire, objet d'étude et de recherche : enjeux et perspectives

Vol. 186

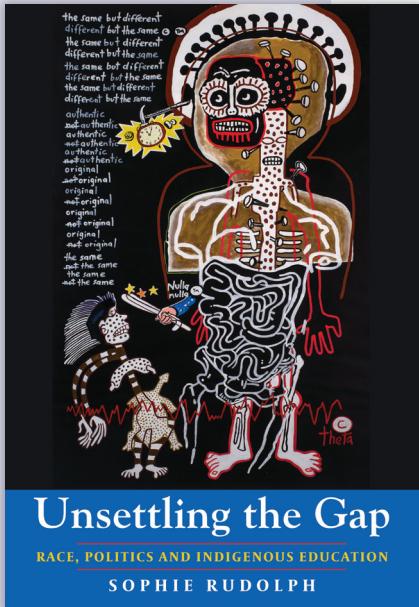
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Les genres textuels en langues étrangères : entre théorie et pratique

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Global Studies in Education is a book series that address the implications of the powerful dynamics associated with globalization for re-conceptualizing educational theory, policy and practice. The general orientation of the series is inter-disciplinary. It welcomes conceptual, empirical and critical studies that explore the dynamics of the rapidly changing global processes, connectivities and imagination, and how these are reshaping issues of knowledge creation and management and economic and political institutions, leading to new social identities and cultural formations associated with education. Scholars have sought to use the term *globalization* to summarize dynamic processes now being expressed in the intensification and movement of cultural and economic capital across national borders, the acceleration of mass migration, and the amplification and proliferation of images generated in the Internet and in electronic mediation generally.

This new series therefore aims to provide a venue for rigorous interdisciplinary research that seeks to describe, document, theorize, and intervene in the brave new educational world defined by globalization processes. We are particularly interested in manuscripts that offer: a) new theoretical, and methodological, approaches to the study of globalization and its impact on education; b) ethnographic case studies or textual/discourse based analyses that examine the cultural identity experiences of youth and educators inside and outside of educational institutions; c) studies of education policy processes that address the impact and operation of global agencies and networks; d) analyses of the nature and scope of transnational flows of capital, people and ideas and how these are affecting educational processes; e) studies of shifts in knowledge and media formations, and how these point to new conceptions of educational processes; f) exploration of global economic, social and educational inequalities and social movements promoting ethical renewal.

Vol. 36

Sophie Rudolph

Unsettling the Gap

Race, Politics and Indigenous Education

Vol. 35

Hani Morgan

The World's Highest-Scoring Students

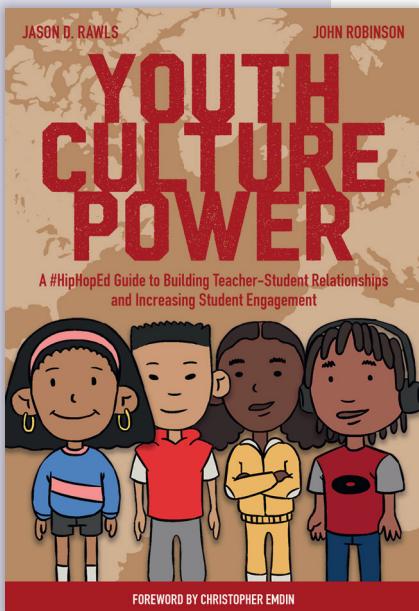
How Their Nations Led Them to Excellence

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Shane Duggan · Emily Gray · Peter James Kelly · Kirsty Finn · Jessica Gagnon (eds.)

Social Justice in Times of Crisis and Hope

Young People, Well-being and the Politics of Education



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Hip-Hop Education

Innovation, Inspiration, Elevation

Edited by Edmund Adjapong and Chris Emdin

Hip-Hop Education is a sociopolitical movement that utilizes both online and offline platforms to advance the utility of hip-hop as a theoretical framework and practical approach to teaching and learning. The movement is aimed at disrupting the oppressive structures of schools and schooling for marginalized youth through a reframing of hip-hop in the public sphere, and the advancement of the educative dimensions of the hip-hop culture. *Hip-Hop Education*'s academic roots include, but are not limited to the fields of education, sociology, anthropology and cultural studies and it draws its most distinct connections to the field of hip-hop studies; which is in many ways, is the stem from which this branch of study has grown and established itself. Authors and academics who brought hip-hop into fields like African American studies, philosophy, and the general public writ large, provided in depth studies of a wide range of topics that range from feminism to race and racism. *Hip-Hop Education: Innovation, Inspiration, Elevation* will be the first of its kind in educational praxis. The series will be composed of books by artists, scholars, teachers, and community participants. The series will publish global authors who are experts in the fields of Hip-Hop, Education, Black Studies, Black Popular Culture, Community Studies, Activism, Music, and Curriculum.

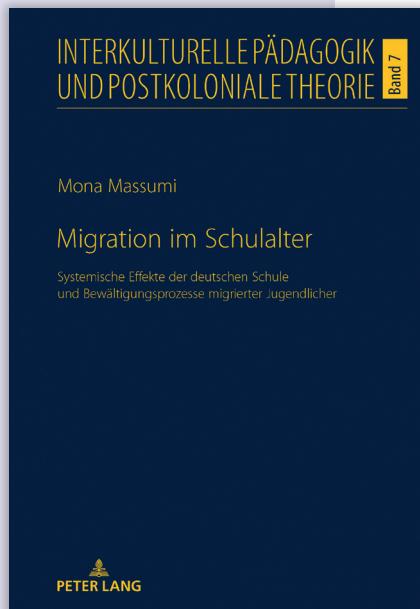
Hip-Hop Education is explicit about its focus on the science and art of teaching and learning. This series argues that Hip-hop embodies the awareness, creativity and innovation that are at the core of any true education. Furthermore, its work brings visibility to the powerful yet silenced narratives of achievement and academic ability among the hip-hop generation; reflecting the brilliance, resilience, ingenuity and intellectual ability of those who are embedded in hip-hop culture but also not necessarily academics in the conventional sense.

Vol. 1

Jason Rawls • John Robinson

Youth Culture Power

A #HipHopEd Guide to Building Teacher-Student Relationships and Increasing Student Engagement



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Interkulturelle Pädagogik und postkoloniale Theorie

Herausgegeben von Louis Henri Seukwa und Heike Niedrig

Die Reihe *Interkulturelle Pädagogik und postkoloniale Theorie* bietet ein Forum zur Diskussion kritischer Ansätze der Pädagogik. In den Beiträgen werden erziehungswissenschaftliche Themen im Kontext postkolonialer Perspektiven erörtert. Themengebiete sind beispielsweise Subjektivierungs- und Normalisierungsprozesse. Hinzu kommen Fragestellungen aus der Soziologie und Geschichtswissenschaft. Herausgegeben wird die Reihe von Erziehungswissenschaftlern mit dem Schwerpunkt postkoloniale Theorie.

Bd. 7

Mona Massumi

Migration im Schulalter

Systemische Effekte der deutschen Schule und Bewältigungsprozesse
migrierter Jugendlicher

Bd. 6

Mariam Arouna

Positionierungen im Fluchtkontext

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gesellschaftlicher Flüchtlingskonstruktionen

Bd. 5

Astride Velho

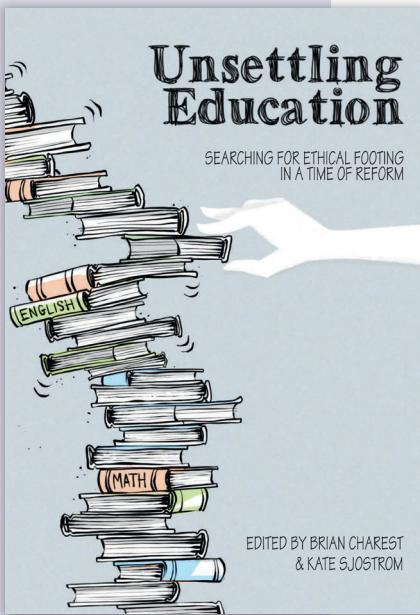
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Susanne Spieker

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Social Justice Across Contexts in Education

Edited by SJ Miller and Leslie David Burns

Social Justice Across Contexts in Education addresses how teaching for social justice, broadly defined, mediates and disrupts systemic and structural inequities across early childhood, K-12 and postsecondary disciplinary, interdisciplinary and/or transdisciplinary educational contexts. This series includes books exploring how theory informs sustainable pedagogies for social justice curriculum and instruction, and how research, methodology, and assessment can inform equitable and responsive teaching. The series constructs, advances, and supports socially just policies and practices for all individuals and groups across the spectrum of our society's education system.

The series provides sustainable models for generating theories, research, practices, and tools for social justice across contexts as a means to leverage the psychological, emotional, and cognitive growth for learners and professionals. It positions social justice as a fundamental aspect of schooling, and prepares readers to advocate for and prevent social justice from becoming marginalized by reform movements in favor of the corporatization and de-professionalization of education. The over-arching aim is to establish a true field of Social Justice Education that offers theory, knowledge, and resources for those who seek to help all learners succeed. It speaks for, about, and to classroom teachers, administrators, teacher educators, education researchers, students, and other key constituents who are committed to transforming the landscape of schools and communities.

Vol. 11

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Unsettling Education

Searching for Ethical Footing in a Time of Reform

Vol. 10

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Equity in Teaching and Learning to Meet Global Challenges
of Standards, Engagement and Transformation

Vol. 9

Amanda J. Godley • Jeffrey Reaser

Critical Language Pedagogy

Interrogating Language, Dialects, and Power in Teacher Education

Vol. 8

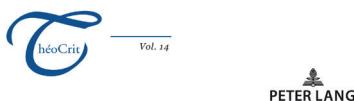
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Anissa Belhadjin et Laetitia Perret (dir.)
L'extrait et la fabrique de la littérature scolaire



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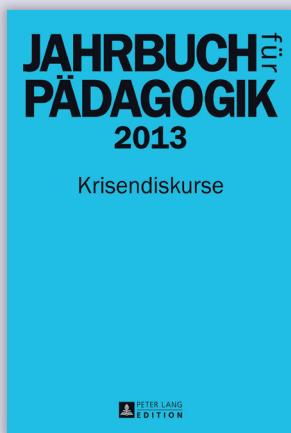
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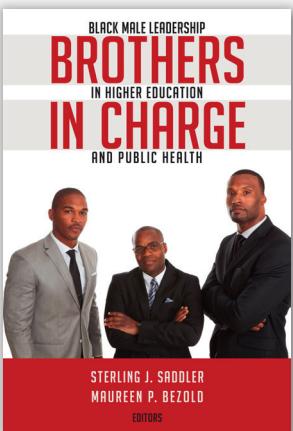
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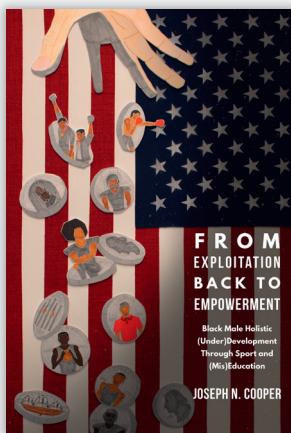
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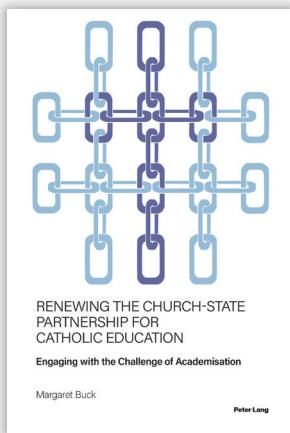
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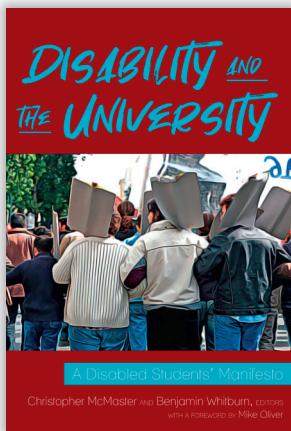
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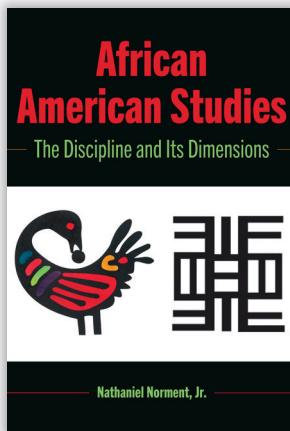
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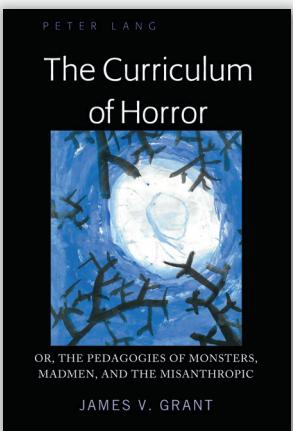
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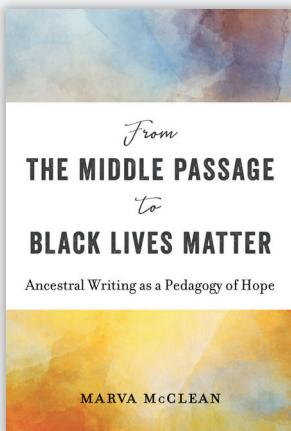
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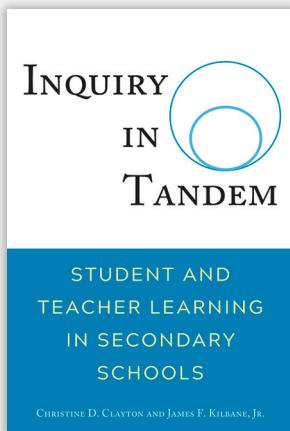
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