2017 FALL
MULTIDISCIPLINARY TEXTBOOK CATALOGUE
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The Peter Lang Publishing Group
Dear colleagues and customers,

As we continue to grow our textbook list, we’re receiving encouraging compliments from our authors, series editors, and customers about the breadth of the list and the quality of our publishing. Enthusiastic reviews and a variety of book awards reinforce those opinions.

In Education, we are delighted to introduce some of our excellent new projects, including 13 Questions: Reframing Education’s Conversation: Science edited by Lynn Bryan and Kenneth Tobin and Radical Imagine-Nation: Public Pedagogy and Practice edited by Peter McLaren and Susanne SooHoo, with essays by Antonia Darder, Donaldo Macedo, Peter Mayo, Bettina Love and more. Series McDougal’s revised edition of Research in Africana Studies published this fall along with a timely new primer by David Boers, Uncovering Black Heroes: Lesser-Known Stories of Liberty and Civil Rights.

Our Media and Communication program is equally strong this season, with many timely new releases including 20 Questions about Youth and the Media, Volume 2, edited by Sharon Mazzarella and Nancy Jennings. The second edition of Judy VanTurf Slyke and Jean Valin’s Public Relations Case Studies from Around the World is an updated and essential text for any student of the field, and Anna Roosvall and Matthew Tegelberg’s Media and Transnational Climate Justice is the premiere text on the subject. Accolades for our Media award winner, James W. Carey and Communication Research by Jefferson Pooley, Winner of the 2017 James W. Carey Media Research Award.

We have expanded our textbook program to Politics and Law, including Reconsidering Obama: Reflections on Rhetoric by Robert Terrill and Sympathy for the Cyberbully: How the Crusade to Censor Hostile and Offensive Online Speech Abuses Freedom of Expression by Arthur S. Hayes. In addition we have a new Literature text on one of the most noted poetry collections, William Blake’s Songs of Innocence and of Experience: A Student Guide by Brendan Cooper.

Desk copies are available for all of our classroom books. I encourage you to look closely at the titles in this catalogue and request copies of those volumes that would be of use in your classroom. Be sure to review our listings of best-selling textbooks within each discipline. In addition to considering us for your next book purchase or classroom text adoption, I also invite you to consider us as your next publisher. If you are working on a manuscript or prospectus in any of our publication fields, let one of our friendly acquisitions editors know. I am certain that you will find the publishing process with Peter Lang a rewarding experience.

Best wishes,

Farideh Koohi-Kamali
Senior Vice President
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Ideal for courses in cultural studies, African American studies and research.

ROBIN BOYLORN

SWEETWATER
Black Women and Narratives of Resilience, Revised Edition
• 216 PP.
• BLACK STUDIES AND CRITICAL THINKING. VOL. 100
• PB. ISBN 978-1-4331-3493-7 / CHF44.00 / €44.20 / £44.00 / ¥52.95
• E-BOOK. ISBN 978-1-4331-2151-7 / CHF98.00 / £79.20 / ¥64.00 / €52.95

Sweetwater: Black Women and Narratives of Resilience is a multi-generational story of growing up black and female in the rural south. At times heartbreaking, at times humorous, Sweetwater captures the artistry, strength, language and creativity shared by first-hand accounts of black women in small-town North Carolina during the twentieth century. The book uncovers the versatility and universality of black women’s experiences and their exceptional capacity to love in the face of adversity, and hope in the midst of calamity. Sweetwater is about the black female experience as it relates to friendship, family, spirituality, poverty, education, addiction, mental illness, romantic relationships, and everyday survival. The merging themes show the resilience and resistance that black women exhibit while negotiating the intersecting oppressions of racism, classism, and sexism. Written from field notes and memory, the author reveals the complexities of black women’s lived experiences by exposing the communicative and interpersonal choices black women make through storytelling.

Narrative inquiry and black feminism are offered as creative educational tools for discussing how and why black women’s singular and interior lives are culturally and globally significant. This revised edition preserves the original narratives but features new content including re-views, revisions and re-considerations for re-writing autoethnography.

ideal for mid to upper level college classrooms and in graduate program courses in Family Communication, Interpersonal Communication, Gender and Communication, Narrative, Rhetoric, Qualitative Methods, Feminist Studies or Black Women’s Studies.

DARREN E. LUND / PAUL R. CARR / VIRGINIA LEA (EDS.)

CRITICAL MULTICULTURAL PERSPECTIVES ON WHITENESS
Views from the Past and Present
• CRITICAL MULTICULTURAL PERSPECTIVES ON WHITENESS. VOL. 5
• PB. ISBN 978-1-4331-2150-0 / CHF55.00 / €44.20 / £44.00 / ¥52.95
• E-BOOK. ISBN 978-1-4331-4401-1 / CHF58.00 / €44.20 / £43.00 / ¥52.95 / €52.95 / £52.95
• HB. ISBN 978-1-4331-3269-7 / CHF98.00 / £79.20 / ¥64.00 / €52.95

Critical Multicultural Perspectives on Whiteness Reader aims to help us rethink “race,” racism, and whiteness as narratives with deep roots in the past that contribute to the current social order, and function to reproduce the social hierarchy in which we live. The reader includes several brilliant iconic essays that address the social construction of whiteness and critical resistance, as well as excellent new critical perspectives. It is a compilation that offers new and intermediate readers in critical whiteness theory a valuable and diverse overview of the subject. It also serves as a refresher to those who have themselves contributed to this field.

ideal for undergraduate and graduate courses in Cultural Studies, Anti-Racism Education, Anti-Colonial Education, Critical Pedagogy, Race Relations, Multicultural Education, Diversity, Social Justice, Anti-

ROBIN DIANGELO

WHAT DOES IT MEAN TO BE WHITE?
Developing White Racial Literacy – Revised Edition
• 368 PP.
• COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 497
• PB. ISBN 978-1-4331-3110-3 / CHF37.00 / €30.75 / £23.80 / ¥32.90 / £25.00 / US$39.95
• E-BOOK. ISBN 978-1-4331-3778-5 / CHF37.00 / €30.75 / £23.80 / ¥32.90 / £25.00 / US$39.95

What does it mean to be white in a society that proclaims race meaningless, yet is deeply divided by race? In the face of pervasive racial inequality and segregation, most white people cannot answer that question. In the second edition of this seminal text, Robin DiAngelo reveals the factors that make this question so difficult: mis-education about what racism is; ideologies such as individualism and colorblindness; segregation; and the belief that to be complicit in racism is to be an immoral person. These factors contribute to what she terms white racial illiteracy. Speaking as a white person to other white people, DiAngelo clearly and compellingly takes readers through an analysis of white socialization.
Weaving research, analysis, stories, images, and familiar examples, she provides the framework needed to develop white racial literacy. She describes how race shapes the lives of white people, explains what makes racism so hard to see, identifies common white racial patterns, and speaks back to popular narratives that work to deny racism. Written as an accessible overview on white identity from an anti-racist framework, What Does It Mean To Be White? is an invaluable resource for members of diversity and anti-racism programs and study groups, and students of sociology, psychology, education, and other disciplines. This revised edition features two new chapters, including one on DiAngelo’s influential concept of white fragility. Written to be accessible both within and without academia, this revised edition also features discussion questions, an index, and a glossary.

Ideal for courses in undergraduate and graduate studies in Foundations of Education

BREE PICOWER / EDWIN MAYORGA (EDS.)

WHAT’S RACE GOT TO DO WITH IT?
How Current School Reform Policy Maintains Racial and Economic Inequality

• 208 PP.
• CRITICAL MULTICULTURAL PERSPECTIVES ON WHITENESS. VOL. 2
• PB. ISBN 978-1-4331-2683-7 / CHF37.00 / €30.75 / £25.00 / US$39.95
• E-BOOK. ISBN 978-1-4421-9617-6 / CHF39.00 / €36.90 / £36.00 / US$52.95

Within critical discussions of school reform, researchers and activists are often of two camps. Some focus their analyses on neoliberal economic agendas, while others center on racial inequality. These analyses often happen in isolation, continuing to divide those concerned with educational justice into “it’s race!” vs. “it’s class!” camps. What’s Race Got To Do With It? brings together these frameworks to investigate the role that race plays in hallmark policies of neoliberal school reforms such as school closings, high-stakes testing, and charter school proliferation. The group of scholar activist authors in this volume were selected because of their cutting-edge racial economic analysis, understanding of corporate reform, and involvement in grassroots social movements. Each author applies a racial economic framework to inform and complicate our analysis of how market-based reforms collectively increase wealth inequality and maintain White supremacy. In accessible language, contributors trace the historical context of a single reform, examine how that reform maintains and expands racial and economic inequality, and share grassroots stories of resistance to these reforms. By analyzing current reforms through this dual lens, those concerned with social justice are better equipped to struggle against this constellation of reforms in ways that unite rather than divide.


HELEN FOX

WHEN RACE BREAKS OUT
Conversations about Race and Racism in College Classrooms – 3rd Revised edition

• 262 PP.
• HIGHER ED. QUESTIONS ABOUT THE PURPOSE(S) OF COLLEGES AND UNIVERSITIES. VOL. 29

PB. ISBN 978-1-4331-3478-4 / CHF55.00 / €44.20 / £36.00 / US$52.95
E-BOOK. ISBN 978-1-4331-3975-8 / CHF58.00 / €45.50 / £35.50 / US$52.95

The third revised edition of When Race Breaks Out is a guide for college and high school teachers who want to promote honest and informed conversations about race and racism. Based on the author’s personal practice and interviews with students and faculty from a variety of disciplines, this book combines personal memoirs, advice, teaching ideas, and lively classroom vignettes. A unique insider’s guide to the salient ideas, definitions, and opinions about race helps instructors answer students’ questions and anticipate their reactions, both to the material and to each other. An extensive annotated bibliography of articles, books, and videos with recommendations for classroom use is included.

Ideal for undergraduate and graduate courses in Race in Education and Minority Cultures and Relations.

ROCHELLE BROCK / DARA NIX-STEVENSON / PAUL CHAMINNESS MILLER (EDS.)

CRITICAL BLACK STUDIES READER

• 282 PP.
• BLACK STUDIES AND CRITICAL THINKING. VOL. 60
• PB. ISBN 978-1-4331-2406-8 / CHF67.00 / €54.20 / £44.00 / US$65.95
• E-BOOK. ISBN 978-1-4331-3650-4 / CHF71.00 / €54.20 / £45.50 / £64.95 / £44.00 / US$65.95

The Critical Black Studies Reader is a groundbreaking volume whose aim is to criticize and reenvision Black Studies through a critical lens. The book not only stretches the boundaries of knowledge and understanding of issues critical to the Black experience, it creates a theoretical grounding that is intersectional in its approach. Our notion of Black Studies is neither singularly grounded in African American Studies nor on traditional notions of the Black experience. Though situated work in this field has historically grappled with the question of “where are we?” in Black Studies, this volume offers the reader a type of criticalization that has not occurred to this point. While the volume includes seminal works by authors in the field, as a critical endeavor, the editors have also included pieces that address the political issues that intersect with – among others – power, race, class, gender, sexuality, religion, place, and economics.

Ideal for undergraduate and graduate courses in African American studies, women’s studies or sociology.
out as they all build upon each other and are seen from one chapter to the next. In the end, a subtle evolution of ideas can be realized that forms the notion that the great and recognized Black leaders in history have their important place but that freedom and civil rights advancements are made on the backs of the local unknowns who need to be recognized for what they have contributed. This uncovering of unknown players involved in crucial events of their times in the quest for social, political, civil, and personal equality and freedom provides a unique perspective somewhat counter to mainstream thinking.

Ideal for undergraduate and graduate courses in African American history and civil rights.

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LYNN BRYAN / KENNETH TOBIN (EDS.)

13 QUESTIONS

Reframing Education’s Conversation: Science

- COUNTERPOINTS: STUDIES IN CRITICALITY. VOL. 442
- PB. ISBN 978-1-4331-4165-2 / chf34.00 / £27.50 / €30.20 / ø32.95 / €22.00 / US$32.95
- E-BOOK. ISBN 978-1-4331-4172-0 / chf36.00 / €27.50 / ø33.00 / €32.95 / ø22.00 / US$32.95

Uncovering Black Heroes: Lesser-Known Stories of Liberty and Civil Rights is a series of stories regarding real people who are not so well known in the mainstream of American freedom and civil rights discussions. These people have made a difference by the events of their lives and by the deliberate contributions they made. In some chapters depictions of fugitive slaves create awareness of the perils of freedom runs and of the desperate, dangerous, and terrifying life of being a hunted person. In other chapters the degree of local level blockage individuals needed to confront is exposed. Still other chapters point our major efforts by diligent, but for the most part unknown, local people that result in court case settlements and state laws to advance civil rights, in particular suffrage. One chapter takes a close look at leaders in women’s clubs and how those leaders defined women’s roles in the Black freedom and civil rights movements. Themes stand...
Section Twelve: Science Education as a Political Issue: What's Missing in the Public Conversation About Science Education?

Section Thirteen: Science Education Visions: What School Science for and What Should We Be Doing in the Name of Science Education?

Science Education and Pedagogy in South Africa is a contemporary contribution that entices science teachers to 're-examine' or 'rethink' the pedagogical strategies they use in their teaching. It offers fresh and exciting teaching approaches that explore new ways to tackle the worrisome problems of how to plan, implement and present excellent and quality learning opportunities. From this perspective the book is also a driver to enhance, promote, and accelerate learner performance in science education, given the many challenges that plague the subject. Science Education and Pedagogy in South Africa paves the way for researchers, postgraduate science education scholars, as well as pre-service and in-service science teachers to become empowered in their professional growth and development in search of appropriate pedagogies for a multicultural classroom.

Ideal for undergraduate and graduate courses in Curriculum Studies for Science Education.

CURRICULUM: LITERATURE

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Acknowledgements, List of Figures, Chronology
1 Introduction
2 What Are the Songs About?
3 The Meaning of “Innocence” in the Songs
4 The Meaning of “Experience” in the Songs
5 Nature and the Pastoral
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7 Blake’s Visual Images
8 Why Are They Called “Songs”?
9 Could Blake Spell?
10 Was Blake a Romantic Poet?
11 Was Blake a Genius or a Madman?
Appendices, Bibliography, Index

CURRICULUM: TEACHING STRATEGIES

RAHAT ZAIDI

ANTI-ISLAMOPHIC CURRICULUMS

• 134 PP.
• CRITICAL PRAXIS AND CURRICULUM GUIDES. VOLUME 1
• PB. ISBN 978-1-4331-2201-9 / CHF 44.00 / €35.80 / £29.99 / US$42.95
• E-BOOK. ISBN 978-1-4331-2201-9 / CHF 34.00 / £24.00 / US$29.95

William Blake (1757–1827) is one of the most significant figures in the history of English poetry. He is also one of the most mysterious, most challenging, and most frequently misunderstood. His Songs of Innocence and of Experience, on the surface so simple, are laden with mysteries that seem to deepen on every reading. In this book, aimed at A Level and undergraduate students, Brendan Cooper explores the subtleties and contradictions of the Songs, avoiding formulaic readings by asking key questions about Blake’s life and art. What are the Songs about? What does Blake mean by «Innocence» and «Experience»? Why are they called «Songs»? Was Blake a genius, or a madman? This engaging and accessible introduction to Blake’s work will help students to navigate its complexities and develop their own critical responses to the text.

Ideal as a companion to courses on classic poetry and the 20th century romantic poetry.
education, a platform that has been, and should continue to be, a principal path to achieving this goal. The field of education has also become one of the primary forums
for provoking and questioning societal norms and is a powerful means towards achieving the vision of a multicultural society capable of living, working, and playing in harmony. Anti-Islamophobic Curriculums presents a specific curriculum to help teachers and young learners gain more awareness of cultures much different from theirs. Anti-Islamophobic Curriculums also endeavours to decrease sociophobic reaction toward cultures that are unfamiliar and to acquaint learners with a curriculum beyond what has traditionally been their predominant English/French/indigenous experience. While the conclusions this book draws are applicable to any culture, the curriculum presented here emphasizes the Islamic culture and, through the educational process, aims to mitigate the sociophobic reaction its members often encounter.

Ideal for undergraduate and graduate courses such as Minority Education in Cross-Cultural Perspective, Multicultural Education and Culturally Competent Practice, Critical Multicultural Education in Canada, Multicultural and Indigenous Studies, Diversity in Learning and Teacher Education Programs.

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Chapter One: Multiculturalism Policy and Practice: The Canadian Perspective
Chapter Two: The Challenges of Multiculturalism: Canadian and Global Perspectives
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Chapter Four: Toward Culturally Sustaining Pedagogy and Antiphobic Initiatives
Chapter Five: Foundations for an Anti-Islamophobic Curriculum

Conclusion

This book tells the story of activist teachers and the very young together in a play-based curriculum in a public school in Texas. What happens when a multilingual group of preK-2nd graders are given open-ended materials, space, and time to construct, play, tell stories and read their worlds? This book attempts to answer that question by narrating a qualitative study around a summer program for young children ages 3-8 that is part of a university-school district partnership. In this book, authors introduce a curriculum around play that draws on resources from the community and the students lived encounters. The curriculum is powered by the languages, landscapes, beliefs, histories, ideas, people, places and things that the students carry with them to school and that carry them to school, through school, through their lives. This is a book about hope. In a time when neoliberal policies push schools to narrow curricula focused on technical skills, the characters in this story push back showing the powerful learning potential of open-ended, play-based approaches to teaching and learning. This book is for educators—teachers, teacher-educators, parents, and others who wish to enter a conversation about what counts as learning in the early years of children’s lives and how schools can best serve all of our children.

Ideal for undergraduate and graduate courses such as Qualitative Research Methods, Early Childhood Education, School Reform/Improvement, Curriculum Theory, Cultural Studies, English as Second Language, Curriculum Studies, Early Literacy and Teacher education.

POSSIBILITIES IN PRACTICE
Social Justice Teaching in the Disciplines
- PB. ISBN 978-1-4331-4602-2 / CHF55.00 / €44.20 / $48.60 / £36.00 / US$52.95
- E-BOOK. ISBN 978-1-4331-4611-4 / CHF60.00 / €45.80 / $55.00 / £54.95 / US$54.95
- HB. ISBN 978-1-4331-4609-1 / CHF98.00 / €79.20 / $87.10 / £84.95 / US$94.95

This edited collection illustrates different possibilities for social justice practice in various grade levels, disciplines, and interdisciplinary spaces in P-12 education. Chapters in this unique volume demonstrate teaching with a critical lens, helping students develop critical dispositions, encouraging civic action with students, and teaching about topics inclusive of race, class, gender, and sexuality. Based on empirical research, each contribution is rooted in a critical theoretical framework and characterizes findings from sustained study of pedagogic practice, spanning subject matter from social studies, English Language Arts, music, mathematics, and science. Through this work, both pre- and in-service teachers as well as teacher educators will be inspired to practice social justice in their own classrooms.

Ideal for undergraduate and graduate courses such as Teacher Preparation, Curriculum and Instruction, Social Foundations, Critical Multicultural Education, Social Justice Education, Methods of Teaching, Qualitative Research Methods and Curriculum Design.

THE HOLLYWOOD CURRICULUM
Teachers in the Movies – Third Revised Edition
- 244 PP.
- COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 495
- PB. ISBN 978-1-4331-3086-4 / CHF55.00 / €44.20 / $48.60 / £36.00 / US$52.95
- E-BOOK. ISBN 978-1-4331-3887-4 / CHF58.00 / €44.20 / $45.30 / £52.95 / US$54.95

The third edition of this book analyzes over 165 films distributed throughout the United States over the last 80 years to construct a theory of curriculum in the movies that is grounded in cultural studies and critical pedagogy. The portrayal of teachers in pop-
The Dynamic Student Development Metatheory (DSDM) is a meta-theory based on empirically based inferences drawn from a national survey entitled the University Learning Outcomes Assessment (UniLOA). The UniLOA’s current dataset consists of over 500,000 college student participants and has supported impressive findings that allow for the reconceptualization of long-held cultural artifacts and assumptions regarding the way students grow, learn, and develop (GLD) and how decision makers within postsecondary education have selected to engage the domains of student development measured by the UniLOA. The proposed text will champion a model of student success entitled the Dynamic Student Development Metatheory (DSDM). The DSDM was developed from common factors identified in multiple theories and models within the areas of human and student development as well as empirically based theories and models of education. By first defining complementary elements within the theories and models then establishing accurate operational definitions, the planning and engagement of appropriate services, supports, interventions, and programs (SSIPs) and the active assessment of their outcomes can lead to a more effective response to current challenges faced by higher educators. As a metamodel, the DSDM reconceptualizes student success within higher education that is disruptive to the current accepted paradigm of student learning and engagement. This book is intended for faculty and staff interested in critical debate about issues in higher education and for deliberation by graduate students in college administration programs.

Ideal for undergraduate and graduate courses such as Organization and Administration of Higher Education, Diversity in Higher Education/Student Affairs, Foundations of Higher Education, Internship in Higher Education Administration, Practicum in Higher Education Administration, Contemporary Issues in Higher Education, College Student Development and College Student Retention.

BOYD WHITE / AMÉLIE LEMIEUX

MAPPING HOLISTIC LEARNING
An Introductory Guide to Aesthetigrams

- PB. ISBN 978-1-4331-3276-6 / CHF44.00 / £35.80 / €42.95 / $52.00 / US$42.95
- E-BOOK. ISBN 978-1-4331-4469-1 / CHF47.00 / £35.80 / €43.00 / $42.95 / US$42.95
- HB. ISBN 978-1-4331-3277-3 / CHF93.00 / £75.00 / €82.50 / €60.00 / US$89.95

Mapping Holistic Learning: An Introductory Guide to Aesthetigrams introduces the concept of aesthetigrams. These are participant-produced visual maps of aesthetic engagement. The map-making strategy was originally developed by one of the authors, Boyd White, to help him in understanding what his university-level students were experiencing as they interacted with artworks. Such interactions are, after all, private, individualistic, and fleeting. How can a teacher foster student/teacher dialogue that might lead to enhanced engagement, much less do research, without a concrete record of such engagement? Aesthetigrams provide that record. Recently, the strategy has been adapted to other fields of study—the teaching of literature, and philosophy for children, as well as the writing of poetry. White and Amélie Lemieux are persuaded that the strategy could be expanded into other disciplines. For example, might it not be useful for a teacher to know what a student is feeling and thinking as she struggles with a mathematical concept? Mapping holistic learning is divided into three sections. Chapter 1 addresses the theoretical framework that underpins the authors’ research. The second section, chapters 2 to 5, provides examples of aesthetigram usage within the formal education environment, in art and literature classrooms. The third section, chapters 6 and 7, introduces two recent experiments in informal settings—one in an adult poetry workshop; the other, in a philosophy-for-children workshop. It is not necessary to follow the book in chronological order. Readers are invited to attend to the chapters that most closely address their individual interests.

Ideal for undergraduate and graduate courses in education programs, art education programs, Aesthetics and Education and Aesthetics and Art Criticism for the Classroom.
The last half century has created deep tensions in how we analyze educational and social change. Educators, policymakers, and concerned citizens have had to cope with competing belief systems in evaluating and acting upon school policies and practices. This illuminating book untangles many of the roots of those persistent debates that have divided the nation for so long. It offers readers a critical opportunity to reflect on our continuing ideological struggles by examining popular books that have made a difference in educational discourse.

The editor has specifically selected key books on social and educational controversies that speak to wide audiences. They frame contextual issues that so-called «school reformers» have often neglected—much to the detriment of any real educational progress. Ultimately, this text is meant to stir our consciences, to disorder our certainties, and to compel us to treat education and culture with both reason and passion. It is highly relevant for courses in social foundations of education, school reform, educational policy studies, philosophy of education, history of education, politics of education, curriculum studies, and teacher education.


Ideal for undergraduate and graduate level courses such as Introduction to Education, Educational Foundations of Education, Social Studies, Educational Policy Studies, Educational History and Social Foundations of Education, Educational and Social Foundations of Education, and Social Foundations of Education.

Ideal for undergraduate and graduate level courses such as Educational Foundations of Philosophy, Environmental Education and Childhood Studies.
United States mirrors the growing complexity and fluidity of religious life in the United States. Through studying ten different school systems—representing a wide variety of religious traditions as well as some secular institutions—a picture of contemporary culture, and the place of religious belief within the culture, emerges. Each chapter contains a different picture of how individual schools then address that culture.

- Ideal for undergraduate and graduate courses in Educational Ministry.

**CRITICAL PEDAGOGY**

- Ideal for undergraduate and graduate courses in Teacher Education in a Diverse Society and Introduction to Educational, Social and Philosophical Foundations.

**RELIGIOUS EDUCATION**

- WHAT SCHOOLS TEACH US ABOUT RELIGIOUS LIFE

2nd Edition
- PB. ISBN 978-1-4331-3520-0 / CHF55.00 / £44.20 / €48.60 / €57.95 / £36.00 / US$52.95
- E-BOOK. ISBN 978-1-4341-9069-1 / CHF149.45 / €115.30 / €138.36 / €157.21 / £92.00 / US$149.95

In this second edition of his book, Daniel R. Heischman continues to explore the ways in which private education in the United States mirrors the growing complexity and fluidity of religious life in the United States. Through studying ten different school systems—representing a wide variety of religious traditions as well as some secular institutions—a picture of contemporary culture, and the place of religious belief within the culture, emerges. Each chapter contains a different picture of how individual schools then address that culture.

- Ideal for undergraduate and graduate courses in Educational Ministry.

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- E-BOOK. ISBN 978-1-4331-4441-1 / CHF47.00 / €35.80 / €43.00 / €42.95 / £29.00 / US$42.95
- HB. ISBN 978-1-4331-2977-3 / CHF93.00 / £75.00 / €82.50 / €80.95 / £60.00 / US$99.95

Communities for Social Change: Practicing Equality and Social Justice in Youth and Community Work examines core ideas of social justice and equality that underpin community and youth work. It informs understanding of a range of community concepts and practices that are used to...
identify practical skills and characteristics that can help to promote equality by challenging injustice. Working with people in different types of community can bring the kind of social change that makes a real and lasting difference. Although justice is a contested notion, Annette Coburn and Sinéad Gormally assert that it is closely interlinked with human rights and equality. A critical examination of contemporary literature draws on educational, sociological, and psychological perspectives, to set community practices within a context for learning that is conversational, critical and informal. Social justice is about identifying and seeking to address structural disadvantage, discrimination, and inequality. If you are committed to working with people in communities or studying or teaching community youth, this book presents cutting-edge empirical and theoretical research on the role of Critical Pedagogy in transforming sexuality education. Featuring the work of scholars from around the globe including the US, Canada, UK, Australia, New Zealand, Argentina and Finland, this unique collection of work expands the meaning of pedagogy in the field of sexuality education by augmenting young people’s voices and agency, and by emphasizing a democratic and civic focus. This volume identifies and interrogates theoretical frameworks based on critical theory and critical pedagogical discourses, cross-cultural studies and critical literacy, to offer new ways to conceptualize critical pedagogy in sexuality education. Many of the practical classroom applications presented will engage educators and classroom teachers in the areas of curriculum design, classroom pedagogies and institutional reform. They can also apply to the formulation and implementation of more effective policies for sexuality education involving schools, community groups, and students. The chapters in this volume interrogates texts, institutions, social relations and ideologies impacting on contemporary sexuality education policies and pedagogical practices, prompting a consideration on alternative models of sexuality education for today’s globalized age.

Ideal for undergraduate and graduate courses in Community Development, Community Education, Community and Youth, Critical Youth and Teaching for a More Socially Just World.

Ideal for undergraduate and graduate level courses in curriculum, cultural studies, critical pedagogy, Education in a Culturally Linguistically Diverse Society and School and Community Relations in Education.

Over the past decade, concerns about a global obesity epidemic have flourished. Public health messages around physical activity, fitness, and nutrition permeate society despite significant evidence disputing the “facts” we have come to believe about obesity. We live in a culture that privileges thinness and enables weight-based oppression, often expressed as fat phobia and fat bullying. New interdisciplinary fields that problematize obesity have emerged, including critical obesity studies, critical weight studies, and fat studies. There also is a small but growing literature examining weight-based oppression in educational settings in what
has come to be called «fat pedagogy». The very first book of its kind, The Fat Pedagogy Reader brings together an international, interdisciplinary roster of respected authors who share heartfelt stories of oppression, privilege, resistance, and action; fascinating descriptions of empirical research; confessional tales of pedagogical (mis)adventures; and diverse accounts of educational interventions that show promise. Taken together, the authors illuminate both possibilities and pitfalls for fat pedagogy that will be of interest to scholars, educators, and social justice activists. Concluding with a fat pedagogy manifesto, the book lays a solid foundation for this important and exciting new field. This book could be adopted in courses in fat studies, critical weight studies, bodies and embodiment, fat pedagogy, feminist pedagogy, gender and education, critical pedagogy, social justice education, and diversity in education.

† Ideal for undergraduate and graduate courses in fat studies, women’s studies, intersectionality studies, gender studies, liberal arts, Sociology of the Body, Health Issues or Critical Weight Studies, public health, kinesiology, medicine, nursing, psychology, Diversity in Education, Social Justice Education, Inclusive Education, Critical Pedagogy, Feminist Pedagogy, Critical Obesity Studies and Health and Physical Education.

EDUCATIONAL PSYCHOLOGY

M. CATHERINE CONNERY / VERA P. JOHN-STEINER / ANA MARJANOVIC-SHANE (EDS.)

VYGOTSKY AND CREATIVITY


• 245 PP.
• EDUCATIONAL PSYCHOLOGY. CRITICAL PEDAGOGICAL PERSPECTIVES. VOL. 34
• PB. ISBN 978-1-4331-3059-5 / CHF36.00 / €29.20 / €32.10 / €31.95 / €24.00 / US$34.95
• E-BOOK. ISBN 978-1-4331-4702-9 / CHF58.00 / €44.20 / €53.00 / €52.95 / €36.00 / US$52.95

The second edition of Vygotsky and Creativity: A Cultural-Historical Approach to Play, Meaning Making, and the Arts presents an enriched Vygotskian perspective on children’s and adults’ symbolic engagement with imagination, artistic expression, and multi-modal forms of expression. Artists, psychologists, and educators present their research and practice in different learning environments and analyze their findings with a reliance on cultural historical activity theory. The connections between creative expression, learning, teaching, and development are situated in a theoretical framework that emphasizes the social origins of individual development and the arts. The authors share a view of learning as an imaginative process rooted in our common need to communicate and transform individual experience through the cultural lifelines of the arts. Vygotsky and Creativity, Second Edition includes the additional work of internationally known Vygotskian scholars whose contributions enhance theoretical, expressive, and pedagogical views on creativity, play, and the social construction of meaning making.


BEST SELLER: EDUCATIONAL PSYCHOLOGY

GREG S. GOODMAN (EDS.)

EDUCATIONAL PSYCHOLOGY READER

The Art and Science of How People Learn - Revised Edition

• 707 PP.
• EDUCATIONAL PSYCHOLOGY. CRITICAL PEDAGOGICAL PERSPECTIVES. VOL. 1

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

† Ideal for undergraduate and graduate courses in educational psychology, lifespan and child developmental psychology.

Making College Better: Views from the Top

JOSEPH L. DEVITIS (EDS.)

MAKING COLLEGE BETTER

Views from the Top

• ADOLESCENT CULTURES, SCHOOL, AND SOCIETY. VOL. 68
• PB. ISBN 978-1-4331-3479-1 / CHF55.00 / €44.20 / €48.60 / €67.95 / €36.00 / US$52.95
• E-BOOK. ISBN 978-1-4331-4499-8 / CHF58.00 / €44.20 / €53.00 / €52.95 / €36.00 / US$52.95
• B. ISBN 978-1-4331-3480-7 / CHF98.00 / €79.20 / €81.70 / €64.95 / €64.00 / US$94.95

Today’s colleges and universities are facing mounting criticism from both internal and external interest groups and constituencies. While strident calls for reform accelerate, resources for higher education have weakened. Thus, demands to improve college education abound amidst hard times. This timely book, Making College Better: Views from the Top, offers more rational and practical responses to that public outcry by allowing college presidents and chancellors from a wide variety of postsecondary institutions the opportunity to address, in measured ways, many complex issues and how they might be untangled. Moreover, these academic leaders provide possible remedies to make college better through more strategic policies and practices. Making College Better will appeal to all those interested in the future of higher education, including stu-
dents, college administrators and other higher education personnel, parents, legislators and other officials, and public and private sector leaders. It is especially useful for courses in the organization and administration of higher education, the college presidency, contemporary issues in higher education, foundations of higher education, higher education and society, and college student development.


The research in A Guide to LGBTQ+ Inclusion on Campus, Post-PULSE is premised on the notion that, because we cannot choose our sexual, racial, ethnic, cultural, political, geographic, economic, and chronological origins, with greater advantage comes greater responsibility to redistribute life’s resources in favour of those whose human rights are compromised and who lack the fundamental necessities of life. Among these basic rights are access to higher education and to positive campus experiences. Queer folk and LGBTQ+ allies have collaborated on this new text in response to the June 12, 2016 targeted murder of 49 innocent victims at the Pulse Night Club, Orlando, FL. Seasoned and novice members of the academy will find professional empowerment from these authors as they explicitly discuss multiple level theory, policy, and strategies in support LGBTQ+ campus inclusion. Their work illuminates how good, bad, and indeterminate public legislation impacts LGBTQ+ communities everywhere, and it animates multiple layers of campus life, ranging from lessons within a three-year-old day care center to policy-making among senior administration. May the power of well-chosen words continue to deepen our understanding, clarify our communication, and empower us all as pro-LGBTQ+ campus activists.

Ideal for undergraduate and graduate courses in gender studies, teacher education, inclusive curriculum and pedagogy, inclusive campus culture and professional development.

ERICH PITCHER
BEING AND BECOMING PROFESSIONALLY OTHER
Identities, Voices, and Experiences of U.S. Trans* Academics

HANDBOOK FOR STUDENT LAW FOR HIGHER EDUCATION ADMINISTRATORS, THIRD EDITION
• EDUCATION MANAGEMENT. VOL. 10
• PB. ISBN 978-1-4331-9372-5 / £59.95 / €64.95 / $94.95
Being and Becoming Professionally Other: Identities, Voices, and Experiences of U.S. Trans* Academics is a path clearing book that provides a rich, in-depth account of the lived experiences of 39 transgender or trans* academics. Despite increased visibility of trans* issues within higher education, college environments remain unfriendly, and in some cases, overtly hostile to trans* people. While there is much discussion of gender equity and faculty diversity, these conversations rarely include trans* academics’ voices. As a study participant described, trans* voices are often out of place at best—or worse—completely discounted in academe, a betwixt place. In not fitting a particular mold, trans* academics experience a variety of adverse events including microaggressions, outright hostility, and exclusion. These adverse experiences create a context wherein trans* academics engage in various forms of additional labor. While not necessarily unique to trans* academics, these various forms of labor provided evidence to support my assertion that trans* academics are or become professionally Other. Given this other status, trans* academics must form broad coalitions to bring about change within higher education organizations. Additionally, higher education leaders have an opportunity to change organizational contexts to better support trans* academics by radically re-imagining colleges and universities. This text would be an excellent choice for graduate and undergraduate courses about gender, qualitative research methods courses, and courses about academic careers, and organizational theories.

Ideal for undergraduate and graduate courses in women, gender and sexuality studies, queer studies, transgender studies, higher education/student affairs, organizational studies, research methods, academic profession, qualitative research methods, transgender lives/experiences, organizational theory and diversity and social justice.

JOSEPH L. DE VITIS / PIETRO A. SASSO
COLLEGES AT THE CROSSROADS
Taking Sides on Contested Issues
• COUNTERPOINTS. STUDIES IN CRITICALITY. VOL. 517
• PB. ISBN 978-1-4331-3421-0 / £67.00 / €72.95 / $109.95
The Handbook for Student Law for Higher Education Administrators, Third Edition is a practical tool, intended for administrators dealing with students in higher education, focusing principally on four-year institutions. Addressing the ever-evolving relationship between higher education and the law, the book will provide the academic administrator with the means to knowledgeably and confidently navigate the many legal threats and challenges facing colleges today. Focused on the “hot” issues in higher education today, and using examples from real cases and scenarios from many institutions, the handbook provides sample policies, checklists, and advice that administrators can apply to a wide variety of situations, both preventatively and proactively. The Handbook for Student Law for Higher Education Administrators, Third Edition is a compendium of practical knowledge and guidance, useful to all administrator dealing with the legal minefield that is higher education.

Ideal for undergraduate and graduate courses in Higher Education, Law and Policy and Risk Management in Higher Education.
beyond taken-for-granted assumptions about America’s colleges and universities and instead critically examine important questions facing them in today’s troubled world. Each chapter presents divergent perspectives, i.e., “pro” and “con” views, in the hope of stimulating reasoned dialogue among students, faculty, administrators, and the public at large. Readers will explore how internal factors in the academic community often interact with external social, economic, and political influences to produce conflicting results. They will see that academe is hardly value-neutral and inevitably political. This book urges them to transcend strident political persuasion and instead engage in the careful analysis needed to make colleges better. The text provides in-depth appraisals of key topics of controversy: the purposes of higher education, liberal education, academic freedom, political correctness, tenure, shared governance, faculty workload, admissions tests, student learning, Greek life, the worth of college, equity and social justice, athletics, student entitlement, technology and distance instruction, and college amenities. The book will appeal to students, faculty, staff, and all those interested in the future of higher education. It is especially useful for courses in contemporary issues in higher education, foundations of higher education, and higher education and society, college student development, and the organization and administration of higher education.


BEST SELLER: HIGHER EDUCATION + LEADERSHIP

CARLOS NEVAREZ / LUKE J. WOOD

COMMUNITY COLLEGE LEADERSHIP AND ADMINISTRATION
Theory, Practice, and Change
• 290 PP.
• EDUCATION MANAGEMENT. VOL. 3
• PB. ISBN 978-1-4331-0795-5 / CHF38.00 / €31.50 / $43.70 / ¥133.70 / £25.00 / US$40.95
• E-BOOK. ISBN 978-1-4541-9582-5 / CHF40.05 / €31.50 / $43.70 / ¥133.70 / £25.00 / US$40.95

This book, a training tool for the 21st-century community college leader and administrator, deconstructs outdated practices and constructs new approaches to how contemporary community college leadership is viewed, practiced, and envisioned. Both timely and comprehensive, the book develops new models that are focused on facilitating leadership innovation, and encourages both formal and informal leaders to become active agents for change. A relevant case study, written by an experienced community college leader, follows each chapter. This book will be useful for courses in administration, leadership, management, and related areas, and presents contemporary skills for anyone who is a leader and/or administrator in an organization.

Ideal for undergraduate and graduate courses in Organization and Administration of the Community College and Higher Education.

BEST SELLER: EDUCATION RESEARCH

SHIRLEY R. STEINBERG / GAILE S. CANNELLA (EDS.)

CRITICAL QUALITATIVE RESEARCH READER
• 587 PP.
• CRITICAL QUALITATIVE RESEARCH. CRITICAL ISSUES FOR LEARNING AND TEACHING. VOL. 2
• PB. ISBN 978-1-4331-0688-0 / CHF60.00 / €50.00 / $65.50 / ¥205.50 / £40.00 / US$64.95

WINNER: AESA (AMERICAN EDUCATIONAL STUDIES ASSOCIATION) CRITICS CHOICE AWARD 2012.

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

Ideal for undergraduate and graduate courses in Innovation in Interpretive Social Science Research Methods, Education for Social Change and educational policy.

RUTH NICOLE BROWN / ROZANA CARDUCCI / CANDACE R. KUBY (EDS.)

DISRUPTING QUALITATIVE INQUIRY
Possibilities and Tensions in Educational Research
• 289 PP.
• CRITICAL QUALITATIVE RESEARCH. CRITICAL ISSUES FOR LEARNING AND TEACHING. VOL. 10
• PB. ISBN 978-1-4331-2311-5 / CHF39.00 / €32.30 / $45.50 / ¥173.40 / £26.00 / US$41.95
• E-BOOK. ISBN 978-1-4541-9822-2 / CHF41.10 / €32.30 / $43.70 / ¥173.40 / £26.00 / US$41.95

Disrupting Qualitative Inquiry is an edited volume that examines the possibilities and tensions encountered by scholars who adopt disruptive qualitative approaches to the study of educational contexts, issues, and phenomena. It presents a collection of...
influencing and intellectually stimulating chapters which illustrate the potential for disruptive qualitative research perspectives to advance social justice aims omnipresent in educational policy and practice dialogues. The book defines disruptive qualitative methodologies and methods in educational research as processes of inquiry which seek to:

1. Disrupt traditional notions of research roles and relationships
2. Disrupt dominant approaches to the collection and analysis of data
3. Disrupt traditional notions of representing and disseminating research findings
4. Disrupt rigid epistemological and methodological boundaries
5. Disrupt disciplinarily boundaries and assumption frameworks of how to do educational research

Scholars and graduate students interested in disrupting traditional approaches to the study of education will find this book of tremendous value. Given the inclusion of both research examples and reflective narratives, this book is an ideal text for adoption in introductory research design seminars as well as advanced courses devoted to theoretical and practical applications of qualitative and interpretive methodologies.

A Road Less Travelled: Critical literacy and language learning in the classroom – 1964-1996

Robert W. Blake / Brett Elizabeth Blake

Critical literacy and language learning in the classroom – 1964-1996 takes us through what the Blake calls the “jaunty journey” of the English/English Language Arts classroom from its linguistic and literary foundations, to emphases on close reading techniques and structures to composing and responding to literature. A Road Less Travelled heads bumpily into the path of learning how to work with “non-native speakers” and other “basic students toward a (re-)burst of a renewed interest in poetry and drama, reader response, a process approach to writing, and the diverse student, showing through the often winding and blurry road along the journey of our literacy travels over 30 years, that what we understood best about reading and writing has stood the test of time.

Ideal for undergraduate and graduate courses in Surveying Literacy Studies, Literacy Education, Teacher Education, Teaching Writing, Teaching Literacy in Inclusive Settings, Theories and Strategies for Teaching Literacy and English, Literacy in the Content Areas, Literacy Development in First and Second Language Learning, Literacy Learning and Language Acquisition, Linguistics for Teachers and Special Topics in Literacy.

Educating English Language Learners in an Inclusive Environment

Youb Kim / Patricia H. Hinchey

As the number of English language learners across the United States – and indeed, the world – increases exponentially, it is critical that pre-service teachers be prepared. Many currently available instructional materials are written primarily for practicing teachers, not for pre-service teachers of the millennial generation who are likely to encounter cultural and linguistic diversity in their classrooms, but who are unlikely to have had experience interacting with diverse groups of children. This engaging and accessible text is specifically designed to help tomorrow's teachers anticipate the diversity of contemporary classrooms and to understand and meet the needs of English language learners. Key topics are aligned with typical state standards for teacher preparation and include: culture, language, literacy development, effective instruction and assessment, programs, policies, politics, and teacher professionalism. In addition to distillations of essential information in these areas, the book provides an extensive directory of relevant resources that points the way to further study. Teacher educators, school district administrators, home school education programs, and pre-service teachers will all find Educating English Language Learners in an Inclusive Environment an invaluable addition to their professional libraries.

Ideal for undergraduate and graduate courses in Foundations for Effective Practice with English Language Learners.
Desk copies are available for any book in our catalog with a 60-day review period; see our order form for details.
The Culture of Mean is the first book-length feminist critical exploration of representations of youth bullying in media. Bringing into conversation scholarship on feminism, media, new communication technologies, surveillance, gender, race, sexuality, and class, Ryalls critically examines the discourses about youth bullying that has occurred in the United States during the last two decades. Countering the monolithic and extreme cultural reactions to narratives about bullying, Ryalls argues that, while it seems common sense to view bullying as always wrong and dangerous, not all aggression is bullying and it is problematic to assume so, because it becomes very difficult to differentiate between healthy conflict and unhealthy (potentially violent) torment. Moreover, since the label “bullying” often does not differentiate between teasing, conflict, sexual harassment, and violence, increasingly the most common way to deal with young people accused of bullying is to criminalize their actions through an analysis of books, film, television, and journalistic accounts of bullying. The Culture of Mean shows how constructions of bullying in popular culture create an overly simplistic binary of good and bad people. This process individualizes the problem of bullying and disallows a more complex understanding of the structural issues at work by suggesting that putting an end to bullying simply requires incarcerating those evil teens who are prone to bullying behaviors. This critical perspective of bullying will be of interest to scholars and students interested in the fields of girls’ studies, cultural studies, communication, education, sociology, and media studies, as well as parents of school-aged children.

Ideal for undergraduate and graduate courses in communication, women’s and gender studies, sociology, education and cultural studies, critical cultural studies, media studies, feminist media studies, girls’ studies, youth studies, social problems, media and information literacy, gender studies, popular culture, issues of diversity, visual culture and new media.

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The chapters specifically address issues and challenges in education, social work, medicine, and counseling as well as recommendations that are relevant for parents, families, practitioners, and educators alike. The result is a well-researched and accessible book that will provide support and knowledge to a broad audience of individuals invested in improving the social worlds of gender diverse children and youth.

Ideal for undergraduate and graduate courses in gender and youth studies and educational psychology.
Updated with the most recent statistical information as well as current examples and case studies, the text addresses the key issues that advertisers must keep in mind when creating effective communication programs for foreign markets: cultural norms and values, political and legal environments, economic policies, social contexts and more. Both the process and product of international advertising are addressed, from research and strategy development to creative execution and media planning. Ethical concerns are highlighted as well. *Dynamics of International Advertising* is a comprehensive text for upper-division undergraduate or graduate courses seeking to expand coverage of the international dimension.

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Ideal for advanced courses such as International Advertising, Global Advertising, Advertising & Globalization, and also International Marketing.
ers explore their perceptions of what strategy is or might be; highlights influencers of strategic decision making such as distinctions among B2B, B2C, and B2G as well as public relations roles and organization types; discusses the education and training value and limitations of the popular case study; and provides a easy-to-understand overview of four theories important for every "student" (academic and non-academic) of public relations to understand. Excellence theory, contingency theory, rhetorical theory and social capital theory are introduced. In the spirit of praxis (the application of theory to practice), the authors provide theory-specific, and other relevant "keys" for use as the reader seeks to apply what is read to actual public relations cases. As might be expected, highly structured case studies that clearly distinguish between objectives, strategies and tactics are included for the purposes of education and training. The featured set of case studies includes: March of Dimes Rebrand; strategies and tactics of developmental Psychology Tell Us about Children and Media? | Gindy Scheibe
Chapter Seven: How Do Researchers Study Young People and the Media? | Dafna Lemish

The Concerns: Media Use, Content, & Effects

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Chapter Thirteen: Can Media Contribute to Happiness in Children and Adolescents? | Rebecca N. H. de Leuw & Moniek Bijnen
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20 QUESTIONS ABOUT YOUTH AND THE MEDIA, VOLUME 2

• 316 pp.
• PB. ISBN 978-1-4331-4391-5 / CHF40.00 / €33.00 / £26.00 / US$52.95
• E-BOOK. ISBN 978-1-4331-4392-2 / CHF38.00 / £44.20 / €43.00 / £36.00 / US$52.95

Volume 2 of 20 Questions is an updated and comprehensive guide to today’s most compelling issues in the study of children, tweens, teens and the media. Nancy A. Jennings and Sharon R. Mazzarella bring together leading experts to answer the kinds of questions an undergraduate student might ask about the relationship between young people and media. In so doing, the book address a range of media from cartoons to the Internet, from advertising to popular music, and from mobile phones to educational television. The diverse array of topics include government regulation, race and gender, effects (both prosocial and risky), kids’ use of digital media, and the commercialization of youth culture. This book is designed with the undergraduate youth/children and media classroom in mind, and features accessible writing and end-of-chapter discussion questions and exercises.

Ideal for undergraduate and graduate courses in communication studies, media studies, radio-TV film, sociology, psychology, education and courses such as Children & Media, Youth & Media and Youth Studies.

MEDIA

SHARON R. MAZZARELLA / NANCY A. JENNINGS (EDS.)

20 QUESTIONS ABOUT YOUTH AND THE MEDIA, VOLUME 2

Order via our website: www.peterlang.com, email: CustomerService@plang.com, or phone: 1.800.770.5264 (in US) or 212.647.7706 (outside US)

ANNA ROOSVALL / MATTHEW TEGELBERG

MEDIA AND TRANSNATIONAL CLIMATE JUSTICE

Indigenous Activism and Climate Politics

• GLOBAL CRISIS AND THE MEDIA. VOL. 22
• PB. ISBN 978-1-4331-3487-6 / CHF55.00 / £44.20 / €48.60 / €57.95 / €36.00 / US$52.95
• E-BOOK. ISBN 978-1-4331-4600-8 / CHF38.00 / £44.20 / €43.00 / €52.95 / €36.00 / US$52.95

Media and Transnational Climate Justice captures the intriguing nexus of globalization, crisis, justice, activism and news communication, at a time when radical measures are increasingly demanded to address one of the most pressing global issues of our times: climate change. Roosvall and Tegelberg take a unique approach to climate justice by focusing on transnational rather than international aspects, thereby contributing to the development of theories of justice for a global age, as well as in relation to media studies. The book specifically explores the roles and situations of indigenous peoples who do not have full representation at UN climate summits despite being among those most exposed to injustices pertaining to climate change, as well as to politics and media coverage. This book thus scrutinizes political and ideological dimensions of the global phenomenon of climate change through interviews and observations with indigenous activists at UN climate summits, in combination with extensive empirical research conducted on legacy and social media coverage of climate change and indigenous peoples since 2009. The authors conclude by discussing transnational solidarity and suggest a solidarian mode of communication as a response to both the global crisis of climate change and the broader issues of injustice faced by indigenous peoples regarding redistribution, recognition and political representation. The book is aimed at students and researchers in media studies, political science, environmental humanities, indigenous studies, and anyone interested in the crucial potential of activism and/or issues pertaining to (the communication of) justice and human rights in globalizing times.

Ideal for undergraduate and graduate courses on global media studies, international communication, interdisciplinary social science, political communication, environmental communication, environmental
Reporting Bad News

Negotiating the Boundaries Between Intrusion and Fair Representation in Media Coverage of Death

- MASS COMMUNICATION AND JOURNALISM VOL. 16
  - PB. ISBN 978-1-4331-2563-8 / CHF55.00 / £44.20 / €58.32 / €A65.54 / €D64.95 / US$94.95
  - E-BOOK. ISBN 978-1-4331-4299-4 / CHF58.00 / £44.20 / €58.32 / €A65.54 / €D64.95 / US$94.95
  - HB. ISBN 978-1-4331-4297-0 / CHF98.00 / £79.20 / €97.90 / €A98.45 / €D96.95 / US$94.95

This book addresses a gap in the literature concerning death reporting and stories of personal tragedy. Much has been written about disasters and large-scale tragedies, but this research concentrates on individual loss and the relationship between journalist and vulnerable interviewee. While much discussion in this area is negative, focusing on the ethics of intrusion and journalists who act insensitively under pressure, the authors’ aim is to turn this focus around by looking at best practice in encounters between reporters and the bereaved, survivors and the vulnerable. It is hoped that by examining contemporary death reporting, explaining its public service role, proposing a new model of ethical participation and offering a structure for sensitive interviewing, the most harmful aspects of the process can be reduced for both the journalist and, more importantly, the grieving and the victims. The work is based on years of research by the authors, on interviews with journalists, journalism educators, bereaved families and support groups and is supplemented with a detailed analysis of the reporting of death across academic disciplines and perspectives.

Ideal for BA and masters courses in journalism, international communication, media studies, communication studies, media and cultural studies.

Morgan Genevieve Blue / Mary Celeste Kearney (EDS.)

NEW MEDIA, COMMUNICATION, & SOCIETY

A Fast, Straightforward Examination of Key Topics

- PB. ISBN 978-1-4331-4529-2 / CHF118.00 / £95.80 / €105.40 / €102.95 / €77.00 / US$114.95
- E-BOOK. ISBN 978-1-4331-4531-5 / CHF58.00 / £44.20 / €58.32 / €52.95 / €36.00 / US$52.95
- HB. ISBN 978-1-4331-4297-0 / CHF98.00 / £79.20 / €97.90 / €98.45 / €64.00 / US$94.95

New Media, Communication, and Society is a fast, straightforward examination of key topics which will be useful and engaging for both students and professors. It connects students to wide-ranging resources and challenges them to develop their own opinions. More, it encourages students to develop media literacy so they can speak up and to make a difference in the world.

Short chapters with lots of illustrations encourage reading and provide a springboard for conversation inside and outside of the classroom. Wide-ranging topics spark interest. Chapters include suggestions for additional exploration, a media literacy exercise, and a point that is just for fun. Every chapter include thought leaders, ranging leading researchers to business leaders to entrepreneurs, from Socrates to Doug Rushkoff and Lance Strate to Bill Gates.

Ideal for undergraduate and graduate courses such as Media Literacy, Theories of Media, Mass Communications in Contemporary Society, Sociology, Introduction to Media Studies and Media & Society.

Jenifer Daryl Slack / J. MacGregor Wise

CULTURE AND TECHNOLOGY

A Primer, Second Edition

- 269 PP.
  - PB. ISBN 978-1-4331-0775-7 / CHF44.00 / £36.38 / €43.32 / €42.96 / €29.00 / US$46.95
  - E-BOOK. ISBN 978-1-4541-9584-9 / CHF46.35 / €36.10 / €39.70 / €38.60 / £29.00 / US$46.95

From mobile phones to surveillance cameras, from fracking to genetically modified food, we live in an age of intense debate about technology’s place in our culture. Culture and Technology is an essential guide to that debate and its fascinating history. It is a primer for beginners and an invaluable resource for those deeply committed to understanding the new digital culture. The award-winning first edition (2005) has been comprehensively updated to incorporate new technologies and contemporary theories about them. Slack and Wise untangle and expose cultural assumptions that underlie our thinking about technology, stories so deeply held we often don’t recognize their influence. The book considers the perceived inevitability of technological progress, the role of...
control and convenience, and the very sense of what technology is. It considers resistance to dominant stories by Luddites, the Unabomber, and the alternative technology movement. Most important, it builds an alternative, cultural studies approach for engaging technological culture, one that considers politics, economics, space, time, identity, and change. After all, what we think and what we do make a difference.

Ideal for undergraduate and graduate courses in History and Theory of Technology, Critical Theory of Culture, Communication, Culture and the Body, and Technology and Human Communication

FRANK BEAVER
DICTIONARY OF FILM TERMS
The Aesthetic Companion to Film Art – Fifth Edition
• 343 PP.
• PB. ISBN 978-1-4331-2727-4 / CHF42.00 / €34.60 / £28.00 / US$34.95

Now in its fifth edition, Frank Beaver's Dictionary of Film Terms has become an indispensable reference tool for the study of films and filmmaking. This trusted and practical handbook clearly and concisely defines the essential terms of film analysis and film art, with a special focus on the aesthetic parameters and values of filmmaking.

The updated and expanded edition includes new definitions ranging from «bullet-time» optical effects, to the coming-of-age narrative, and LED lighting technology in science fiction films such as Gravity. More than 200 film title references not cited in previous editions have been added. Many classic and contemporary photo stills are included to illustrate terms. Extensive cross-referencing among individual definitions ensures easy access to interrelated terms, and a comprehensive topical index relates to larger concepts of film art. This up-to-date and comprehensive resource is a useful companion for film students and filmmakers, who will find it illuminating in its range and clarity.

Ideal for undergraduate and graduate level courses in film studies and Conflict Resolution in the Entertainment Industry

ERNEST GIGLIO
HERE’S LOOKING AT YOU
Hollywood, Film & Politics, 4th Edition
• 412 PP.
• PB. ISBN 978-1-4331-5126-2 / CHF44.00 / €36.10 / £29.00 / US$46.95
• E-BOOK. ISBN 978-1-4541-9079-0 / CHF46.35 / €36.10 / £29.00 / US$46.95

Now in its updated and expanded fourth edition, Here’s Looking at You: Hollywood, Film & Politics examines how the tangled relationship between Hollywood’s global film industry and the politics of federal and state governments manifests itself in the real world of political campaigns and in the fictional worlds of Hollywood films.

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

Ideal for courses in American politics in film

DALE HAMPLE
INTERPERSONAL ARGUING
• PB. ISBN 978-1-4331-4890-3 / CHF98.00 / €79.20 / £64.00 / US$94.95

This is an accessible review of scholarship on key elements of face-to-face arguing, which is the interpersonal exchange of reasons. Topics include frames for understanding the nature of arguing, argument situations, serial arguments, argument dialogues, and international differences in how people understand interpersonal arguing. This is a thorough survey of the leading issues involved in understanding how people argue with one another.

Ideal for undergraduate and graduate courses in speech communication, argumentation theory and rhetoric, and argumentation & debate

JAMES M. HONEYCUTT / PAVICA SHELDON
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• HB. ISBN 978-1-4331-4225-3 / CHF113.00 / £91.70 / €100.80 / US$109.95

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

Ideal for undergraduate and graduate courses in film studies and popular culture, and American studies.
The book is divided into 5 parts: (1) Emotions, Imagination, and Physiology of Relationships, (2) Bases of Relational Scripts, (3) Relational Escalation and Deescalation, (4) Relationship Scripts in Context, and (5) Cautions & Recommendations. The authors discuss the basis of relationship scripts, emotions, imagery, and physiology of relationships including romance, friendship, work associates, mentors, and Facebook friends. They argue that people’s expectations for relational development influence their communication, faith, and commitment in relationships. Misconstruing sexual or flirtatious intent, for example, is derived from having different scripts about attraction. They discuss abusive relationships including characteristics of abusers, stalking, verbal and physical aggression. Designed for classes in psychology, communication, sociology, family studies, and social work, this text provides a comprehensive overview of how scripts and communication are used in relationships. Guidelines based on developing and improving verbal and nonverbal communication competence are provided. A downloadable teacher’s guide is available on request.

Ideal for advanced undergraduate and graduate courses in psychology, communication studies, sociology, social work, human ecology, family studies and human sexuality.

This book is an edited collection of case studies of contemporary issues in culture and communication around the world. Framed around a dialectical approach to intercultural communication, this collection offers a useful framework for thinking about contemporary research in this area. It offers in-depth cultural information about a broad range of specific cases in different places around the world. It is an ideal book to use in advanced undergraduate and graduate courses and as a supplement to one another. Our words affect our culture greatly. Our identity, our friendships and marriages, our families, and our culture are the product of how we speak to one another. Our words affect our hopes and dreams, as well as those of our children. We insult, complain, or criticize. We compliment, offer support, and inspire. These are choices that take place in the crevices of our most private and public conversations with others.

This book bridges communication theory and practice to foreground an important message: positive communication matters. By examining closely how people talk to each other at home or at work, this book enables undergraduate and graduate students to communicate more positively. The Art of Positive Communication is an ideal text for undergraduate and graduate students enrolled in interpersonal communication courses and as a supplement to one another. Our words affect our culture greatly. Our identity, our friendships and marriages, our families, and our culture are the product of how we speak to one another. Our words affect our hopes and dreams, as well as those of our children. We insult, complain, or criticize. We compliment, offer support, and inspire. These are choices that take place in the crevices of our most private and public conversations with others.

How we communicate with each other matters greatly. Our identity, our friendships and marriages, our families, and our culture are the product of how we speak to one another. Our words affect our hopes and dreams, as well as those of our children. We insult, complain, or criticize. We compliment, offer support, and inspire. These are choices that take place in the crevices of our most private and public conversations with others.

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The communication role in organizations has changed, just as the nature of organizations has changed in response to the explosion of new communication technologies as well as global networks within organizations. Communication is more complex, strategic, and vital to the health of the organization than it used to be, and it will become increasingly important in the information-driven economy. This book builds upon the authors’ 2010 book, Corporate Communication: Strategic Adaptation for Global Practice, which focused on the role of the communicator. This volume examines, analyzes, and illustrates the practice of corporate communication as a critical business asset in a time of global change. It looks at the major communication needs in the lifecycle.
The crisis of incivility plaguing today’s workplace calls for an approach to communication that restores respect and integrity to interpersonal encounters in organizational life. Professional civility is a communicative virtue that protects and promotes productivity, one’s place of employment, and persons with whom we carry out our tasks in the workplace. Drawn from the history of professions as dignified occupations providing valuable contributions to the human community, an understanding of civility as communicative virtue, and MacIntyre’s treatment of practices, professional civility supports the practice of professions in contemporary organizations. A communicative ethic of professional civility requires attentiveness to the task at hand, support of an organization’s mission, and appropriate relationships with others in the workplace. Professional civility fosters communicative habits of the heart that extend beyond the walls of the workplace, encouraging a return to the service ethic that remains an enduring legacy of the professions in the United States. The text explores digital literacy through three lenses:
- Historical: reviews snapshots of time and space to delineate how things were in order to lend context to how they are,
- Cultural: explores how values and ideals are constructed and conveyed within a given cultural context – how humans absorb and share the informal rules and norms that make up a society,
- Critical: illuminates how social changes—particularly rapid ones—can put certain people at a disadvantage.

All three angles are helpful for better understanding the myriad ways in which our identities and relationships are being altered by technology, and what it means to be a citizen in a society that has become individualized and is in constant flux.

Written in a conversational and approachable style, the text is easy to navigate, with short chapters, short paragraphs, and bulleted points. Comics and images illustrate complex topics and add visual interest.

The text is ideal for media literacy, digital information literacy, and technology courses, that seek to integrate human impact into the mix. It is also a good starting point for anyone wanting to know more about the impact of communication technologies on our lives.

Ideal for undergraduate and graduate courses in communication, computer education and media literacy.

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In the first systematic account of judicial rulings striking down cyberbullying laws in the United States and Canada, *Sympathy for the Cyberbully* offers an unapologetic defense of online acid-tongued disparagers and youthful and adult sexters. In the first decade of the 21st century, legitimate concerns about the harmful effects of cyberbullying degenerated into a moral panic. The most troubling aspect of the panic has been a spate of censorship—the enactment of laws which breach long-standing constitutional principles, by authorizing police to arrest and juries to convict, and schools to suspend, individuals for engaging in online expression that would be constitutionally protected had it been communicated offline. These hastily drawn statutes victimize harsh critics of elected officials, school officials and faculty, distributors of constitutionally protected pornography, adolescents “talking smack,” and teens who engage in the consensual exchange of nude images, even in states where teens of a certain age enjoy the right to engage in sexual relations. The victims’ stories are told here. *Sympathy for the Cyberbully* is suitable for undergraduate, graduate and law school courses in media law, First Amendment law and free expression.

**Ideal for advanced undergraduate and graduate courses such as Freedom of Expression, Internet Law & Policy, Media Law, Social Media Law and Digital Media Culture.**

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- Chapter 6. Image Control: Who Loses When Teen Sexting and Revenge Porn Are Criminalized?
- Chapter 7. The Short Life and Quick Death of the First Cyberbullying Law in Canada (August 6, 2013—December 10, 2015)

Cases & Subject Indices

**ROBERT E. TERRILL (EDS.)**

### RECONSIDERING OBAMA

**Reflections on Rhetoric**

- **FRONTIERS IN POLITICAL COMMUNICATION. VOL. 34**
  - PB. ISBN 978-1-4331-3471-5 / CHF55.00 / £44.20 / €48.60 / €47.95 / $36.00 / £94.95
  - E-BOOK. ISBN 978-1-4331-3472-2 / CHF58.00 / £44.20 / €48.60 / €47.95 / $36.00 / £94.95
  - HB. ISBN 978-1-4331-3473-9 / CHF50.00 / £44.20 / €48.60 / €47.95 / $36.00 / £94.95

Perhaps no other presidential candidate or sitting president has attracted as much attention from rhetorical critics as Barack Obama. Much of this work was conceived and written during Obama’s initial presidential campaign, or relatively early in his two terms in office. This book provides rhetorical critics an opportunity to revisit their published work on Obama in light of events that have occurred since its publication. In each chapter, these eminent critics begin by summarizing the analysis and conclusions in their original essays on Obama, and then they reflect on their previous conclusions, revising or extending them in response to developments since the publication of the original work. The chapters provide a glimpse into the international strategies of practicing critics and into some of the ways that that critical insights may evolve over time. Scholars rarely have an opportunity to publish essays that reflect on their own previous work, even though few resources can be of greater use to both beginning critics and established scholars seeking to continue to hone and reflect on their critical practice. This book, then, makes an important contribution not only to the existing literature on the 44th president of the United States, but also and perhaps most significantly to the study of the art and craft of rhetorical criticism. **Ideal for undergraduate and graduate courses in rhetorical criticism, public address, presidential rhetoric and rhetorical methods.**

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Two: A Wrestling of Brothers: (Re)Writing Obama Separately and Together (Again) | David A. Frank and Mark Lawrence McPhail

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TERRORIZING THE MASSES
Identity, Mass Shootings, and the Media Construction of “Terror”
• 232 pp.
• FRONTIERS IN POLITICAL COMMUNICATION. VOL. 33
• PB. ISBN 978-1-4331-3903-1 / CHF55.00 / £44.20 / €48.00 / $70.95 / $36.00 / US$52.95
• E-BOOK. ISBN 978-1-4331-3905-5 / CHF58.00 / £44.20 / €53.00 / $75.95 / $36.00 / US$52.95
• HB. ISBN 978-1-4331-4271-0 / CHF98.00 / £79.20 / €87.10 / $104.00 / US$94.95

Why are some crimes identified as acts of terrorism, while others are not? How are critical terms like “terrorism” and “mass shooting” defined and understood in the 21st century? What are some of the causes of the unique American epidemic of mass shootings and gun violence? TERRORIZING THE MASSES considers the invisible role that the media play in shaping the way we think about terrorism, gun violence, fear, and identity. This book explores media coverage of five mass shootings over a 20-year period, examining the role that race, religion, and gender play in framing some of the most high-profile crimes of American society. The results of this research show that the use of “terrorism” is uneven and inconsistent. Indeed, on a practical level, “terrorism” is an almost meaningless word—it is slippery and ephemeral, and its utility is largely in propaganda. This book succinctly analyzes what “terror” means in the 21st century, how news media use the term, and how journalists can cover tragedy without falling prey to the pitfalls of sensationalism, fear, and contagion. This book is a useful text for courses on media ethics, crime and public policy, political science, terrorism studies, and communication studies.

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For sale by email: CustomerService@plang.com, or phone: 1.800.770.5264 (in US) or 212.647.7706 (outside US)
Since the reinstatement of the death penalty in 1976, fourteen women have been put to death in the United States. The criminal justice system defines crimes committed by women in a particularly gendered context. Wretched Sisters is unique in its analysis of the legal and cultural circumstances that determine why a small number of women are sentenced to death and provides a detailed account of how these fourteen women came to be subjected to the ultimate punishment.

Ideal for undergraduate and graduate courses in criminal justice, capital punishment, gender and law and social justice.
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