2016 FALL MULTIDISCIPLINARY TEXTBOOK CATALOGUE

Education
Media & Communication
Black Studies
Diversity
Latino/a Studies
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Dear Colleagues and Customers,

We are in full swing with our publishing program and having added new editors and assistants to our team here in New York, 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 *Critical Black Studies Reader* edited by Rochelle Brock, Dara Nix-Stephenson, and Paul Channess Miller and a revised edition of our best-selling, *Gamify Your Classroom: A Field Guide to Game-Based Learning* by Matthew Farber, who was recently quoted in a USA Today article. Awards and accolades for our Education titles include the AESA 2016 Critics’ Choice Award winners—*The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education* edited by Erin Cameron and Constance Russell and *Popular Education Classics* edited by Joseph L. DeVitis. In addition, Peter McLaren’s *Pedagogy of Insurrection* has been awarded both the Society of Professors of Education & the AERA Division B book awards.

Our Media and Communication program is equally strong this season, including *Political Socialization in a Media-Saturated World* edited by Esther Thorson, Mitchell S. McKinney, and Dhavan Shah enhancing our knowledge of political socialization accumulated over the past 40 years of research. *How Communication Scholars Think and Act* by Julien C. Mirivel, along with the *Handbook for the Crisis Communication Center* by Bolanie A. Olaniran and Juliann C. Scholl paramount in traversing our current world of turmoil. We are proud to announce that two of our Communication titles are recipients of NCA book awards. *Experiencing Same Sex Marriage: Individuals, Couples, and Social Networks* by Pamela Lannutti has won the Gerald R. Miler Book Award in Interpersonal Communication and *Brides on Sale: Taiwanese Cross-Border Marriages in a Globalizing Asia* by Todd Sandel was named 2016 Outstanding Book of the Year by the International & Intercultural Communication Division.

The Humanities is also bustling with a new title in theology, *Jews in the Age of Authenticity* where author Rachel Werczberger takes stock of the Jewish New Age spirituality scene in Israel at the turn of the millennium.

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.

In addition to considering us for your next book purchase or classroom 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 in Peter Lang a rewarding experience.

Best wishes,

Farideh Koohi-Kamali
Senior Vice President
Farideh.Koohi@plang.com

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CRITICAL BLACK STUDIES READER

ROCHELLE BROCK / DARA NIX-STEVENS/ PAUL CHAMNESS MILLER (EDS.)

CRITICAL BLACK STUDIES READER

Part 1: Theories of Critical Black Studies
Introduction
1. Remarks on Frantz Fanon’s Thought: Deconstructing “White Mythologies” | Domenica Mongio
2. Nurturing Cultural Competence While Facilitating the Developmental Progression of the Cognitive Lens | Rinnel Althen and Alexander Hines
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5. Decolonizing the Black Male Body: An Anticolonial Perspective | Pierre W. Orelus

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Introduction
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10. Racial Priming in the Black Press | Ben LaPoe and Jos Sullivan
11. Do You Have to Be White to Be Gifted? The K–12 Experience for High-Ability Black Students | Antonia Symons
13. R eclaiming (Her)Stories: The Feminism and Activism of Frances Jackson Coppin | Faye Spencer Maor

Part 3: Queer and Transgender Issues in Black Studies
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15. An African American’s Reflections Through Erotic Mythology | Nwachi Tafari
17. “Passing for White, Passing for Man”: Johnson’s The Autobiography of an Ex-Colored Man as Transgender Narrative | C. Riley Snorton
18. Pedagogy and the Sista’ Professor: Teaching Black Queer Feminist Studies Through the Self | Mel Michelle Lewis
19. When the Church Sings: The Violence of Silence | Linda A. Wiggins
20. “Yes! Black folks tan too!” Resistance Recognized Through the Stories of a Black Beach Community | Hope Jackson
21. The Kinara Speaks: Kwanzaa as an Expression of Activism and Resistance in the City of Greensboro | Dawn N. Hicks Tafaki and Tanya Poole
22. Speaking Back to What’s Black: Using Critical Family History and Autoethnography Against That Lying Old Jim Crow | Sherick Hughes
23. Beyond Charisma: Critiquing the Embedded Imaginary of Black Leadership in Hip Hop and Black Social Movements | Andreaa Clay
24. The Epistemological Work of Black Teachers: Tilling the Fertile Soil of Intellectual Activism | Conra D. Gat
26. The Sting of a WASP: An Autoethnographic Account of a Black Administrator in Student Affairs | Nathan Stephens
27. From Slavery to SlutWalk: Brown Bodies and the Misguided Politics of Sexual Agency | Emyley A. de la Peña, Joline Lexid, and Barbara Ramos
28. What Can We Learn from the SNCC and Civil Rights in Mississippi? | Rochelle Brock

CRITIDAL BLACK STUDIES READER

In Black Studies

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examine their own lives and see that they, too, have the ability to not merely withstand trials, but to become agents of change. Everyone has a story that matters and can serve as a lesson for someone else. So what is your story? How will you use it to help others? Ultimately, what is your pedagogy of survival?

Border Crossing “Brothas” examines how Black males form identities, define success, and utilize community-based pedagogical spaces to cross literal and figurative borders. The tragic deaths of Michael Brown in Ferguson, Tamir Rice in Cleveland, and numerous others from Brooklyn, Britain, and Bermuda whose lives have been taken prematurely suggest that negotiating race, place, and complex space is a matter of life and death for Black males. In jurisdictions such as the U.S. and Bermuda, racial tensions are the palpable and obvious reality, yet the average citizen has no idea how to sensibly react. This book offers a reasonable response that pushes readers to account for and draw on the best of what we know, the core of who we are, and the needs and histories of those we serve.

Drawing on the educational and socializing experiences of Black males in Bermuda—a beautiful yet complex island with strong connections to the U.S., England, and the Caribbean—this book offers educators and leaders new language for postcolonial possibilities and emancipatory epistemologies related to Black male identities and success in a global context. Intriguing findings and fresh frameworks grounded in understandings of race, class, ability, transnationalism, culture, colonialism, and the construction/performance of gendered identity emerge in this book.

Ideal for upper level graduate & course classes in: Sociology of Education, Black Masculinity, International and Comparative Education, Human Development & Family Studies, Black Studies, Race, Class and Gender

You can't teach us if you don't know us and care about us

OMUNOTA UKPOKODU

You Can't Teach Us If You Don't Know Us and Care about Us

Becoming an Ubuntu, Responsive and Responsible Urban Teacher

• 240 PP.
• Black Studies and Critical Thinking. Vol. 66
• PB ISBN 978-1-4331-3569-0
  €45.00 / £34.90 / US$47.95 / €36.00 / US$52.95
• E-BOOK. ISBN 978-1-4539-1901-9
  €44.20 / €48.60 / €47.95 / €36.00 / US$52.95

Blacks in the Military and Beyond thoughtfully chronicles the tumultuous journey of African Americans in the military from slavery through the present, examining how the armed forces have been used as means for gaining legitimacy and as the ultimate path to citizenship. This unique book extends to both pre and post-service economic considerations as significant factors in determining whether serving in the military has indeed advantaged Blacks. Owing to the reality of the modern military, mechanisms such as the periodic drawing down of forces are studied in terms of their impact on Blacks overall. In its analysis, the book also delves into a variety of topics and issues, including how the military is a conduit in creating and sustaining the Black middle class and how the now repealed “Don’t Ask, Don’t Tell, and Don’t Pursue” policy compares with the larger overarching values of the African American community. Most poignantly, Blacks in the Military and Beyond challenges the military to be more strategic as to the long term effects of its decisions in conjunction with its moral compact with African Americans.

Ideal for courses in: Black studies, cultural studies, social justice, and military culture.

You Can't Teach Us If You Don't Know Us and Care about Us

Becoming an Ubuntu, Responsive and Responsible Urban Teacher

• 240 PP.
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• E-BOOK. ISBN 978-1-4539-1901-9
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Blacks in the Military and Beyond

• Black Studies and Critical Thinking. Vol. 78
• PB ISBN 978-1-4331-2753-3
  €55.00 / £44.20 / €48.60 / €47.95 / €36.00 / US$52.95
• E-BOOK. ISBN 978-1-4539-1833-3
  €53.00 / €44.20 / €48.60 / €47.95 / €36.00 / US$52.95
• HB ISBN 978-1-4331-2754-0
  €98.00 / £79.20 / €87.10 / €84.95 / €64.00 / US$94.95

This book provides a detailed analysis of “colonias” along the Mexico–United States border, examining the intersection of culture, education, language, literacy, race, religion, and social class in Latino immigrant communities. The researchers investigated El Corazón colonia in South Texas as a case-study of these unincorporated border settlements, consisting of mostly Mexican-heritage residents and lacking many basic living necessities. Highlighting over ten years of research findings, the authors consider structural inequalities alongside the unique strengths of El Corazón. Their acute observations dispel myths about such high-poverty communities and dem-
Diversity and Deception

Sports Lure, Racism, and Young Black Males’ Struggles in Sports and Education

by Isabel Ann Dwornik

Ideal for courses in: Ethnic studies, multicultural studies, ethnographic methods, sociocultural Applications for Education

This book helps young black males, educators, policy makers, parents, and all other interested parties to understand the importance of education alongside athletic pursuits. In the world today, many young black males view athletic participation as the way to secure a successful future. Yet for the majority of them, dreams of playing professional sports rarely pan out. Many end up returning to a life of poverty as a result of the sports lure which deceives them and entices them to focus exclusively on athletic talent at the expense of their education. This book presents a social history of how residents are able to overcome the odds through activism, faith, and "ganas." In presenting a portrait of the El Corazón colonia, the authors offer a deeper level of understanding of one Latino community in order to inspire the development of a more equitable, compassionate world. This book will be invaluable to students and scholars of all fields who work with culturally diverse people of poverty.

Coloring in the White Spaces

Reclaiming Cultural Identity in Whitestream Schools

by Ann Milne

Ideal for courses in: sports & education, social history, ethnic and cultural studies, and adolescent cultural studies.

This book examines the struggle against racial and cultural inequity in educational systems, presenting the case study of a New Zealand school and its community’s determination to resist alienating environments. If we look at an untouched child’s coloring book, for instance, we think of the pages as blank. But they’re not actually blank—each page is uniformly white, with lines established to dictate where color is allowed to go. Children by this are taught about the place of color and the importance of staying within predetermined boundaries and expectations, reinforcing a system where the white background is considered the norm. To challenge such whitestreaming, this book offers the example of a community that defied and rejected this environment in favor of a culturally-located, bilingual learning model of education based on secure cultural identity, stable positive relationships, and aroha (authentic caring and love). This journey is juxtaposed against pervasive deficit-driven, whitestreamed explanations of inequity and purported “achievement gaps” of indigenous Māori and Pasifika students. This story chronicles the efforts of the Kia Aroha College on its quest to step outside education’s “White spaces” to create a new space for learning and to reclaim educational sovereignty—where individuals have the absolute right to “be Māori,” to be who they are in school.

Global & Comparative Education

History and Education

Engaging the Global Class War

by Curry Stephenson Malott

Ideal for courses in: democracy and education, the history of American education, critical pedagogy, social movements in sociology programs, peace and conflict studies.
Empire and Education in Africa brings together a rich body of scholarship on the history of education in colonial Africa. It provides a unique contribution to the historiography of education in different African countries and a useful point of entry for scholars new to the field of African colonial education. The collection includes case studies from South Africa, Ethiopia, Madagascar, French West Africa (Afrique Occidentale Française) and Tanzania (then Tanganyika). It will therefore prove invaluable for scholars in the histories of French, British and German colonialism in Africa. The book examines similarities and differences in approaches to education across a broad geographical and chronological framework, with chapters focusing on the period between 1830 and 1950. The chapters highlight some central concerns in writing histories of education that transcend geographic or imperial boundaries. The text addresses the relationship between voluntary societies’ role in education provision and state education. The book also deals with ‘adapted’ education: what kind of education was appropriate to African people or African contexts, and how did this differ across and between colonial contexts? Finally, many of the chapters deal with issues of gender in colonial education, showing how issues of gender were central to education provision in Africa.

Empire and Education in Africa

The Shaping of a Comparative Perspective

- 340 PP.
- History of Schools and Schooling. Vol. 60
  CHF 55.00 / €44.20 / US$68.95
  €52.75 / £36.00 / US$52.95
  CHF 58.00 / €44.20 / £53.00 / €52.95
  CHF 56.00 / €44.20 / £50.00 / €52.95
  CHF 68.00 / €53.00 / £52.95 / €52.95

Georges J. Seita Dei / Meredith Lordan (Eds.)

Anti-Colonial Theory and Decolonial Praxis

- 218 PP.
- PB ISBN 978-1-4331-3387-9
  CHF 55.00 / €44.20 / US$68.95
  €47.75 / £36.00 / US$52.95
  CHF 58.00 / €44.20 / £53.00 / €52.95
  CHF 52.95 / €36.00 / US$52.95
- HB ISBN 978-1-4331-3388-6
  CHF 98.00 / €79.20 / £87.10 / €64.00
  CHF 59.95 / €47.80

Are we living in a post-colonial world? A colonial one? An anti-colonial one? Lifting the veil from language and politics, Anti-Colonial Theory and Decolonial Praxis uses case studies from around the world to explore and untangle these concepts as they relate to education. The anti-colonial prism is very much connected to the postcolonial lens but these frameworks are not the same. Building upon earlier works, this book takes up the subject of anti-colonial praxis and its specific implications—the larger questions of schooling and education in global and, particularly, Diasporic contexts. The goal is to re-theorize the anti-colonial for the decolonial projects of transforming schooling and education in a broadly defined way. Beyond explaining these ideas, this book demonstrates ways communities are engaging in praxis as a form of anti-colonial change in a wide range of locations. Incorporating case studies from various locations and Diasporic communities—including Somalia, Canada, Nigeria, Jamaica, and St. Vincent—and provocative theoretical analyses, the book brings varied experiences of anti-colonial praxis to the reader in timely, culturally diverse, and engaging ways. This book could be used in upper undergraduate and graduate level courses in anthropology, Diaspora studies, education, environmental studies, ethnic studies, gender studies, law, multiculturalism studies, politics, social work, and sociology.

- Ideal for courses in: History of education, African history, and comparative education

Michael B. Macdonald

Playing for Change

Music Festivals as Community Learning and Development

- 163 PP.
- Counterpoints. Vol. 475
- PB. ISBN 978-1-4331-2970-4
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- HB ISBN 978-1-4331-2971-1
  CHF 148.00 / €123.05 / £135.40 / €103.70 / £98.00 / US$159.95

Playing for Change—performing for money and for social justice—introduces a critical pedagogy of arts-based community learning and development (A-CLD), a new discipline wherein artists learn to become educators, social workers, and community economic development agents. Challenging the assumption that acculturation into a ruling ideology of state development is necessary, this book presents a version of CLD that locates development in the production of subjectivities. The author argues that A-CLD is as concerned with the autonomous collective and the individual as it is with establishing community infrastructure. As a result, a radical new theory is proposed to explain aesthetics within arts movements, beginning not by normalizing music cultures within global capitalism, but by identifying the creation of experimental assemblages as locations of cultural resistance. This book offers a new vocabulary of cultural production to provide a critical language for a theory of anti-capitalist subjectivity and for a new type of cultural worker involved with A-CLD. Drawing from a four-year study of thirteen music festivals, Playing for Change forwards A-CLD as a locally situated, joyful, and creative resistance to the globalizing forces of neoliberalism.

- Ideal for courses in: music and culture, critical pedagogy, education and social change, and community learning.
Breakbeat Pedagogy provides a ground-breaking framework for the inclusion of hip-hop culture in schools. Looking beyond the previous model of hip-hop-based education, Brian Mooney argues for school-wide hip-hop events, such as poetry slams, and wide hip-hop activities. The author reflects on the story of Word Up!, a hip-hop and spoken word poetry event that began with a call to discursively reshape research using affect, after which the authors develop a unique conceptualization of affect, one that brings it into the realm of Frankfurt School Critical Theory. The theoretical foundation sets up the affect probe method, which involves giving participants a package of small activities that require fun, easy, and creative participation. The activities are intended both to affect probe method, which involves giving participants a package of small activities that require fun, easy, and creative participation. The activities are intended both to

Affect is so powerful and represents such ripe territory for study that, in its infancy, conventions of research need to be established that attend to its particular motion and shape. Masamune’s Blade: A Proposition for Dialectic Affect Research outlines an original research method for the study of affect known as affect probes, and proposes the establishment of a new knowledge project based in affect. The book begins with a call to discursively reshape research using affect, after which the authors develop a unique conceptualization of affect, one that brings it into the realm of Frankfurt School Critical Theory. The theoretical foundation sets up the affect probe method, which involves giving participants a package of small activities that require fun, easy, and creative participation. The activities are intended both to inspire affects and to mark their presence. Strategies for analysis are outlined and a series of critical interventions are woven throughout the text to situate the ideas.

Ideal for courses in: cultural & media studies, Hip-Hop and education, and social justice in education.
ideal for courses in: educational foundations, multicultural education, and race and ethnicity.

理想课程：教育学原理、民主教育、社会正义、批判性研究。

必读内容：任何对种族不平等感兴趣的人应该阅读这本书，因为它展示了教师的教学生涯和推动其工作的内容。

适合课程：课程方法、社会背景、教育学和定性研究方法。

Markus Deimann
& Michael A. Peters (Eds.)

THE PHILOSOPHY OF OPEN LEARNING

在本章中，我提出了一个关于开放教育的隐喻——鱼网，它代表了我们理解世界的方式。这些网捕捉到了我们理解世界的方式，直到我们能够使用它们来帮助我们理解我们的经验并维持它。我问：我们正在编织什么样的网来帮助我们对我们的孩子有所帮助？

理想课程：哲学教育、全球教育和开放教育。

Barbara Thayer-Bacon

RELATIONAL ONTOLOGIES

在本章中，我提出了一个关于开放教育的隐喻——鱼网，它代表了我们理解世界的方式。这些网捕捉到了我们理解世界的方式，直到我们能够使用它们来帮助我们理解我们的经验并维持它。我问：我们正在编织什么样的网来帮助我们对我们的孩子有所帮助？

理想课程：哲学教育、全球教育和开放教育。

Keith Catone

THE PEDAGOGY OF TEACHER ACTIVISM

Portraits of Four

Teachers for Justice

- Education and Struggle. Vol. 11
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  - HB ISBN 978-1-4331-3437-1
    - CHF93.00 / €75.00 / €A82.50 / €D84.95 / £60.00 / US$94.95

Peers Learning and the Intellectual Commons

- 152 PP.
- Global Studies in Education. Vol. 32
  - PB ISBN 978-1-4331-2857-8
    - CHF44.00 / €35.80 / €A39.40 / €D38.95 / £29.00 / US$42.95
    - CHF47.00 / €35.80 / €A43.00 / €D42.95 / £29.00 / US$42.95
    - CHF93.00 / €75.00 / €A82.50 / €D84.95 / £60.00 / US$94.95

In this book, internationally recognized scholars provide in-depth insight into the emerging field of open education. The Philosophy of Open Learning provides an overview of the current debates and introduces the reader to the overall discourse on open education. The broad range of topics, including MOOCs (Massive Open Online Courses) and OERs (Open Educational Resources) is aimed at demonstrating that open education has emerged as a new principle for organizing higher education. Based on this idea, the book covers various issues that are backed up by thorough philosophical reflections that provide orientation for the heated debates. Open education is discussed in its various imbrications to other open movements, such as open access, and its relevance for education over the last fifteen years.
This completely revised and expanded field guide is packed with new innovative ideas on how to implement game-based learning and gamification techniques in everyday teaching. With nearly two dozen more experts than the first edition, this book contains interviews with more than 70 authorities in the field, including academics such as James Paul Gee, Kurt Squire, Mizuko Ito, Lee Sheldon, Jordan Shapiro, and Mary Flanagan. The author also shares conversations with experts from numerous organizations such as Common Sense Media, iCivics, DragonBox, Connected Camps, GlassLab Games, Schell Games, Institute of Play, Games for Change, BrainPOP, Tiggly, Toca Boca, ThinkFun, BrainQuake, Filament Games, BreakoutEDU, Kahoot, Classcraft, and more. Featuring a new introduction, as well as a forward from USA Today’s national K-12 education writer Greg Toppo, this book provides new practical lesson plan ideas, ready-to-use games, and links for further research in each updated chapter. Included are best practice recommendations from star game-based learning teachers, including Steve Isaacs, Peggy Sheehy, Michael Matera, Rafranz Davis, Zack Gilbert, and Paul Darvasi. Regardless of your teaching discipline or grade level, whether you are new to game-based learning or if you have experience and want to take a deeper dive, this book will engage and reinvigorate the way you teach and how your students learn!

Ideal for courses in: teacher education, curriculum and lesson design; integrating technology across the curriculum; professional development, educational technology and teaching methods.

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BreakoutEDU
Blind Kahoots
this book, not only do I describe ontological threads we use to make sense of our lives, and how these shape our schools, I also suggest other values that could lead to a possible reweaving of the USA's fishing net, which will also affect what we catch up in our nets, thus causing a reforming of our schools. I reweave our epistemological/ontological fishing net on a larger scale, turning to indigenous cultures and diverse spiritual beliefs for assistance.

Ideal for graduate courses in: philosophy & theory of education and educational strategies.

PEDAGOGICAL MATTERS
New Materialisms and Curriculum Studies

- 214 PP.
- Counterpoints. Vol. 501
  CHF 55.00 / €44.20 / US$64.60 / €67.95 / $82.95
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This edited collection takes up the wild and sudden surge of new materialisms in the field of curriculum studies. New materialisms shift away from the strong focus on discourse associated with the linguistic or cultural turn in theory and toward recent work in the physical and biological sciences; in doing so, they posit ontologies of becoming that reconfigure our sense of what a human person is and how that person relates to the more-than-human ecologies in which it is nested. Ignited by an urgency to disrupt the dangers of anthropocentrism and systems of domination in the work of curriculum and pedagogy, this book builds upon the axiom that agency is not a uniquely human capacity but something inherent in all matter. This collection blurs the boundaries of human and non-human, animate and inanimate, to focus on webs of interrelations. Each chapter explores these questions while attending to the ethical, aesthetic, and political tasks of education—both in and out of school contexts. It is essential reading for anyone interested in feminist, queer, antiracist, ecological, and posthumanist theories and practices of education.

Ideal for graduate level courses in: research methods and curriculum theory.

KABBA E. COLLEY
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The Project-based Approach

- 202 PP.
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This book is organized in a way that allows science educators to address the Next Generation Science Standards (NGSS), while at the same time, helping students learn science in ways that are relevant to their lives.

Ideal for courses in: science teaching methods, research in science teaching, and curriculum and pedagogy.

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Profoundly moving, humorous, and inspirational, it is a much-needed text for undergraduate and graduate courses in teacher education, curriculum studies, theory and practice of teaching and learning, life history studies, chaos and complexity theory, and postmodernism.

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American Public Education Law Primer

This clear, readable introductory text for undergraduate and graduate Education Law courses or modules offers a practical guide to everyday problems such as student expression, discipline, religion, curriculum, social media, privacy, charter schools, discrimination, special education, and more. Features include distinctions among school, district, state, and federal law; the Facts and Find research method; the Cascade approach to the American legal system; lobbying advice; and the new federal Every Student Succeeds Act (ESSA), the replacement to No Child Left Behind. Written by the ex-Counsel to the New York City Board of Education and a graduate of Columbia University Law School, American Public Education Law Primer is more than an academic text, presenting the real world of Education Law to benefit professionals, parents, and the general public.

Ideal for courses in: teacher and leadership preparation courses, education law and or education policy.

From the Parade Child to the King of Chaos depicts the pedagogical life history of an extraordinary teacher educator and internationally renowned curriculum scholar, William E. Doll, Jr. It explores how his life experiences have contributed to the formation and transformation of a celebrated teacher educator. From the child who spontaneously led a parade to the king of chaos who embraces complexity in education, curriculum leadership, advanced curriculum research strategies, issues in teaching, and analysis of teaching as well as undergraduate courses with an emphasis on teaching and learning theory.

From the Parade Child to the King of Chaos

The Complex Journey of William Doll, Teacher Educator

HONGYU WANG

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Jews in the Age of Authenticity

RACHEL WERCZBERGER

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  CHF103.00 / €83.30 / £91.70 / US$129.95 / €98.00 / £79.20 / US$108.10

In this book, Rachel Werzberger takes stock of the Jewish New Age spirituality scene in Israel at the turn of the millennium. Led by highly charismatic rabbis, the Hamakom and Bayit Chadash communities active at that time attempted to bring...
about a Jewish spiritual renewal by integrating Jewish tradition—especially Kabbalah and Hasidism—with New Age spirituality. Spending over two years in field research, Werczberger presents a comprehensive ethnographic account of these two groups, examining their rise and fall after only six years of activity. At the core of their aspiration for Jewish spiritual renewal, claims Werczberger, was the quest for authenticity. She investigates the ways in which the language of authenticity was embraced by the members of the communities in their construction of a new spiritual Jewish identity, their re-invention of Jewish rituals, and their failed attempt at constructing community. She concludes that all these elements point to the dual form of politics of authenticity and identity with which Israeli Jewish New Age is involved.

Ideal for courses in: contemporary Judaism, cultural studies, & new religious movements.

MARY M. DALTON / LAURA LINDER (EDS.)

SCREEN LESSONS
What We Learned Have Learned from Teachers on Television and in the Movies

Counterpoints. Vol. 486
E-BOOK. ISBN 978-1-4331-3083-0
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PB ISBN 978-1-4331-3084-7
CHF 59.00 / €57.20 / $87.10 / €94.95 / £74.00 / $109.95

This unprecedented volume includes 30 essays by teachers and students about the teacher characters who have inspired them. Drawing on film and television texts, the authors explore screen lessons from a variety of perspectives. Arranged in topical categories, the contributors examine the “good” teacher; the “bad” teacher; gender, sexuality, and teaching; race and ethnicity in the classroom; and lessons on social class. From such familiar texts as the Harry Potter series and School of Rock to classics like Blackboard Jungle and Golden Girls to unexpected narratives such as the Van Halen music video “Hot for Teacher” and Linda Ellerbee’s Nick News, the essays are both provocative and instructive.

Ideal for courses in: education and popular culture, cultural foundations, popular culture studies, media studies and television genre classes.

LILIAN CIBILS

IMMIGRATION, MOTHERHOOD AND PARENTAL INVOLVEMENT
Narratives of Communal Agency in the Face of Power Asymmetry

Counterpoints. Vol. 439
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CHF 71.00 / €54.20 / $85.00 / €64.95 / £44.00 / $64.95
CHF 113.00 / €91.70 / $100.80 / €98.95 / £74.00 / $109.95

Immigration, Motherhood and Parental Involvement is based on the vivid accounts of seven Latina immigrant women and how they learned to navigate the school system in the rural southwest of the United States. Their stories are presented within several contexts, the socio-political conditions of immigration overarching them all. The process of acquiring a new socio-cultural script offers a common frame to the narratives, which illustrate the central role of the community in finding spaces for agency in circumstances of vulnerability. As a contribution to educational theory, this book explores the official discourse of parental involvement within the broader context of social policy by pointing to a common underlying ideal parent norm across areas of policy related to family and women. It also re-visited the concept of parental involvement through contrasting ideologies of motherhood, as it applies the concept of participation parity in everyday institutional interactions as a fundamental measure of social justice.

LEARNING TO BE IN THE WORLD WITH OTHERS
Difficult Knowledge and Social Studies Education

Counterpoints. Vol. 515
PB ISBN 978-1-4331-3237-7
CHF 44.00 / €35.80 / $49.30 / £37.00 / $59.95
E-BOOK. ISBN 978-1-4331-3966-6
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HB ISBN 978-1-4331-3238-4
CHF 93.00 / €75.00 / $82.50 / £60.00 / $89.95

In this book, Jim Garrett inquires into the processes of learning about the social world, populated as it often is with bewildering instances of loss, violence, and upheaval. In such learning, interactions invite and enliven our passionate responses, or prompt us to avoid them. Interpreting and working with these often emotional reactions is critical to social studies education and developing strategies for individuals to participate in democracy. Garrett illustrates ways that learning about the world does not occur in absence of our intimate relations to knowledge, the way learning sometimes feels like our undoing, and how new knowledge can feel more like a burden than advantage.

Ideal for courses in: teacher education, curriculum, and social studies education discussions.

H. JAMES GARRETT

ELEANOR BLAIR (ED)

TEACHER LEADERSHIP

Counterpoints. Vol. 466
PB ISBN 978-1-4331-2790-8
CHF 56.00 / €46.10 / $50.70 / £49.30 / $73.00 / US$94.95
CHF 59.00 / €46.10 / $55.30 / £48.86 / €73.00 / US$99.95

Teacher leadership as a dimension of teachers’ work has never been more important. This topic has emerged as a major component of both state and national standards, and as such, it is included in most contemporary teacher education programs. Three decades of research have focused on teacher leadership as an essential element of school improvement, but its relationship to the potential transformation of the teaching profession remains unexplored. This revised edition of Teacher Leadership: The «New» Foundations of Teacher Education provides an overview of the scholarship being done in the field and a framework for questions and discussions regarding the sustainability of teacher leadership efforts. In this edition, each of the five sections is accompanied by an introduction and reflection questions on the various issues related to teachers acting as leaders in classrooms, schools and communities. The book opens with a com-
Learning to Teach in the Digital Age
New Materialities and Maker Paradigms in Schools

- 269 PP.
- New Literacies and Digital Epistemologies. Vol. 78
- PB ISBN 978-1-4331-3318-3
  CHF 55.00 / €44.20 / $48.60 / €64.79 / £35.00 / US$92.95
  CHF 58.00 / €44.20 / €53.00 / €65.95 / £35.00 / US$92.95
- HB ISBN 978-1-4331-3319-0
  CHF 98.00 / €79.20 / $87.10 / €104.95 / £56.00 / US$139.95

Learning to Teach in the Digital Age tells the story of a group of K–12 teachers as they began to connect with digital making and learning pedagogies. Guiding questions at the heart of this qualitative case study asked how teaching practices engaged with and responded to the maker movement and digital making and learning tools and materials. Over the course of one school year, Sean Justice attended to the ebb and flow of teaching and learning at an independent K–12 girls school in the northeastern United States. Teachers and administrators from across grade levels and academic domains participated in interviews and casual conversations, and opened their classrooms to ad hoc observations. In conducting the study, Justice interwove a sociomaterial disposition with new materialism, posthumanism, and new media theory. Methods were inspired by narrative inquiry and actor-network theory. Findings suggested that digital making and learning pedagogies were stabilizing at the school, but not in a linear way. Further, Justice suggests that the teaching practices that most engaged the ethos of twenty-first-century learning enacted a kind of learning we hear about from artists, writers, scientists, and mathematicians when they talk about what innovation feels like, leading to the proposition that a different kind of language is needed to describe the effects of digital materialities on teaching practice.

Ideal for courses in: qualitative research methods, art education, and educational technology.

See also: Gamify Your Classroom by Matthew Farber in our Curriculum section.

Belinha S. de Abreu

Mobile Learning through Digital Media Literacy

Mobile Learning through Digital Media Literacy proposes media literacy education as a conceptual framework for bridging mobile technologies in teaching and learning. As cell phones have become more advanced and applications more innovative and fitting, candid conversations are taking place as to how technology can be a purposeful tool in the classroom. Mobile technology already attracts students and encourages text-language development; yet its accessibility affords the potential for more extended use, offering enhancement and flexibility for instructional development. In light of a shared vision of collaboration and growth developing globally within educational circles, this book examines mobile learning as a formal literacy, as a productivity environment for creative growth in and out of the classroom, and as an advancement to social learning through online networks. This study surveys media literacy education within the classroom and its extended implications for concerns of civic participation and data privacy as...
This book provides an expansive guide for designing and conducting robust qualitative research across a diverse range of purposes concerned with understanding new literacies in theory and in practice. It is based on the idea that one of the best ways of learning how to do good research is by closely following the approaches taken by excellent researchers. This volume brings together a group of internationally reputed qualitative researchers who have investigated new literacies from a sociocultural perspective. These contributors offer “under the hood” accounts of how they have adapted existing research approaches and, where appropriate, developed new ones to frame their research theoretically and conceptually, collected and analyzed their data, and discussed their analytic results in order to achieve their research purposes. Each chapter, based on a substantial and successful study undertaken by the researchers, addresses the research process from one or more of the following emphases: theory and design, data collection, and data analysis and interpretation. Core elements discussed in each chapter include research purposes and questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; and limitations, glitches, and difficulties experienced in the research process.

Ideal for graduate courses in: qualitative research in literacy and new media/technologies and theory and methods in qualitative research.

Ideal for undergraduate courses in: media, technology and culture and graduate classes such as theoretical perspectives on media.

Phenomenology has become one of the most important philosophical traditions underpinning recent theory and research on new media, whether or not the word is used explicitly. Conditions of Mediation brings together, for the first time in a single publication, the diversity of phenomenological media research – from social platforms and wearable media to diasporic identity formation and the ethics of consumer technologies. The new orthodoxy in media studies emphasizes the experience of media – whether as forms, texts, technologies or protocols – marking a departure from traditional approaches preoccupied with media content or its structural contexts. But phenomenologically informed approaches go beyond merely asking what people do with media. They ask a more profound question: what constitutes the conditions of mediated experience in the first place?

Beginning with an accessible introduction, this book invites readers to explore a wide range of phenomenological perspectives on media via two critical dialogues involving key thinkers alongside a series of theoretically sophisticated and empirically grounded chapters. In so doing, interdisciplinary media studies is brought into conversation with the work of philosophers such as Edmund Husserl, Martin Heidegger, and Maurice Merleau-Ponty, as well as phenomenologically-inspired thinkers such as Erving Goffman, Pierre Bourdieu, Tim Ingold, Henri Lefebvre, Friedrich Kittler, Marshall McLuhan, and Bernard Stiegler.

Ideal for undergraduate & graduate courses in: media and society, journalism and media fundamentals, and mobile communication.

The rapid adoption of mobile devices has created a new type of consumer, one who chooses smartphones and tablets over laptops and desktops, TV and radio, print newspapers, magazines, books, and landline phones. This new mobile consumer has not just forced businesses, institutions, governments, and organizations to innovate with mobile solutions; this new mobile consumer has upended the news media landscape, challenging news organizations and journalists to produce news for consumers who have little resemblance to yesterday’s newspaper readers, TV news viewers, and online news consumers. Based on two national surveys, News for a Mobile-First Consumer introduces a mobile consumer taxonomy comprised of three types of mobile consumers: mobile-first, mobile specialists, and mobile laggards. The demographics of these mobile consumers as well as their relationship to news and social media are explored in depth. Social media as a competitor to and platform for mobile news are also examined, and special attention is devoted to news apps from the perspective of consumers. News for a Mobile-First Consumer also provides insight about millennials, racial and ethnic minorities, and women, who are at the forefront of the mobile revolution but less engaged with news. To improve mobile journalism and increase news engagement, Essentials of Mobile Journalism are proposed. As the first book to explore news and consumers in the mobile sphere, this book is required reading for scholars and professionals as well as undergraduate and graduate students enrolled in journalism, communication, strategic communications, advertising, media and society, marketing, and technology courses.

Ideal for undergraduate & graduate courses in: media and society, journalism and mobile communication.

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Ideal for undergraduate & graduate courses in: media and society, journalism and mobile communication.
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transmission of information from the few to new social world. It is a world in which individuals of people are voluntarily depositing large amounts of personal details in publicly accessible data-bases. It is a world in which interpersonal relationships are increasingly being conducted in the virtual sphere. Above all, this is a world that seems to be veering off in unpredictable ways from the trends of the immediate past. This book is a probing examination of that world, and of the changes that it has ushered into our lives. In more than thirty essays by a wide range of scholars, this must-have second edition examines the impact of digital media in six areas — information, persuasion, community, gender & sexuality, surveillance & privacy, and cross-cultural communication — and offers an invaluable guide for students and scholars alike. With one exception, all essays are completely new or revised for this volume.

Ideal for courses in: social media, digital media, new media, and popular culture.

CATHERINE R. SQUIRES (EDS.)

DANGEROUS DISCOURSES
Feminism, Gun Violence, & Civic Life
• 276 PP.
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Dangerous Discourses brings together new work by feminist scholars who provide a multifaceted view of the ways contemporary media discourses inscribe particular understandings of gendered social identities, gun violence, and public policy.

The chapters examine multiple media locations where discourses about guns and violence against women proliferate, including social media, mainstream news, National Rifle Association-sponsored magazines, gun research, public policy debates, popular magazines, and television drama. Using theory and empirical research, this book helps us see how clearly gender, sexuality, and other intersecting identities must be included in analysis of media discourses of guns and gendered violence. &nbsp; The authors discuss the role of patriarchal ideologies, and center feminist thought and concerns in order to get beyond the one-liners, sound bites, and truisms about bad guys, the Second Amendment, mental health, and personal freedom that currently dominate public debates about guns and violence. With its unique views on the ways gun violence and gender inflect each other in the United States, this book is designed for courses in media studies, women’s studies, and sociology.

Ideal for courses in: feminist media studies; media, race and gender; mass media and society; media and politics; media violence; women in popular culture; and violence and pop culture

MERVI PANTTI (ED.)

MEDIA AND THE UKRAINE CRISIS
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How are media and communications transforming armed conflicts? How are conflicts made visible in the media in different national and transnational settings? How does the media serve as a means by which various actors manage and communicate conflict?

These are some of the questions addressed in this book. Using a variety of disciplinary perspectives and analytical approaches, contributors discuss the complex, multi-level Ukraine conflict as it is imagined and enacted in and through various media. Covering a wide range of media forms and content, including television news, newspapers, PR campaigns, and social media content, they offer new, empirically grounded insight into the ways in which traditional mass media and new media forms are involved in narrating and shaping conflict. This book is suitable for students of conflict and media courses in journalism, media and communication, politics, security, and Russian and Eastern European studies.

Ideal for courses in: media, politics and society, Eastern Europe conflicts, and international communication.

EDWARD LEE LAMOUREUX

PRIVACY, SURVEILLANCE, AND THE NEW MEDIA YOU
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How are media and communications transforming armed conflicts? How are conflicts made visible in the media in different national and transnational settings? How does the media serve as a means by which various actors manage and communicate conflict?
Recommended solutions. The volume provides insight into challenges and less and highly rewarding, change is difficult and solutions are not easy. This volume provides insight into challenges and recommended solutions.

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DENNIS D. CALI

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ESTHER THORSON / MITCHELL S. MCKINNEY / DHAVAN SHAH

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- HB ISBN 978-1-4331-2572-0
  CHF133.00 / €91.70 / €100.00 / €98.95 / €74.00 / US$109.95

The studies that comprise Political Socialization in a Media-Saturated World synthesize, question, and update our knowledge of political socialization that has accumulated over the past 40 years of related research. The scholarship advances innovative theoretical perspectives and develops new models of the socialization process that revolve around the key social structures of family, media, peers, and school. The Hierarchy Model of Political Socialization, in particular, provides a comprehensive conceptual framework for organizing and analyzing youth responses to the political. With research that spans multiple election cycles across nearly a decade, and data drawn from a national panel study that allows for cross-generational comparison, the findings and models of political socialization presented provide the most comprehensive and in-depth examination of youth political socialization that exists to date. This book provides a foundation and research agenda for examining the Millennial generation in the coming years as these citizens mature to adults and become the driving force of society and our polity.

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Chapter Two: A Hierarchy of Political Participation Activities in Pre-Voting-Age Youth | Esther Thorson, Glenn Leshner, Mi Jaehn, and Margaret Duffy

Chapter Three: Political Advertising and the Hierarchy of Political Socialization in Teens | Esther Thorson, Eunjin Kim, and Margaret Duffy

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Chapter Twenty-Three: Environmental Political, Civic Engagement and Political Consumerism Among Youth | Robert H. Wicks and Myria Allen

Ideal for courses in: journalism, communication, political socialization, and political communication.
ERIKA ENGSTROM

FEMINISM, GENDER, AND POLITICS IN NBC’S <<PARKS AND RECREATION>>

  CHF 44.00 / £35.80 / €39.90 / €42.95 / €38.95 / €29.00 / US$42.95
  CHF 47.00 / €35.80 / €39.90 / €42.95 / €38.95 / €29.00 / US$42.95
  CHF 93.00 / £75.00 / €82.50 / €80.95 / €60.00 / US$92.95

Widely hailed as one of the best feminist-oriented series on television, NBCs Parks and Recreation (2009-2015) presents a multifaceted text for examining the incorporation of feminist ideology into its storyline. This book analyzes the various ways the series presented feminism as a positive force, such as the satirical portrayal of patriarchy; alternative depictions of masculinity; the feminism ideology and political career of main character Leslie Knope; the inclusion of actual political figures; and depictions of love and romance as related to feminist thinking. A much-needed treatment that adds to the literature on feminism in media and popular culture, this book serves as an ideal resource for instructors and scholars of gender and mass media, women’s studies, and media criticism by investigating Parks and Recreation’s place in the continuum of other feminist-leaning television programs.

Ideal for undergraduate courses in: women and the media; gender, media, and communication; gender portrayals in popular communication, race, class, and gender in American television.

Ideal for courses in: sociology, political science, cultural anthropology, law, international relations, communication and genocide studies.

PAUL BOOTH

DIGITAL FANDOM 2.0
New Media Studies, 2nd Edition

- Digital Formations. Vol. 68
- PB ISBN 978-1-4331-3150-9
  CHF 55.00 / £44.20 / €48.60 / €47.95 / €36.00 / US$52.95
- E-BOOK. ISBN 978-1-4331-1654-4
  CHF 58.00 / £44.20 / €48.60 / €47.95 / €36.00 / US$52.95

Now in its second edition, Digital Contagions is the first book to offer a comprehensive and critical analysis of the culture and history of the computer virus.

At a time when our networks arguably feel more insecure than ever, the book provides an overview of how our fears about networks are part of a more complex story of the development of digital culture. It offers a media archaeology of computer and network accidents that are endemic to the computational media ecology. Viruses, that explore blogs, wikis, and social networking sites, Digital Fandom 2.0 continues to develop the “philosophy of playfulness” of the contemporary fan. Booth’s analysis reveals the many facets of the digital fan experience, including hybrid fandom, demiepiphany, and the digi-gratis economy. With a foreword from noted fan scholar Matt Hills, Booth’s new Digital Fandom 2.0 shows the power of the fan in the digital age.

Ideal for graduate level courses in: digital media, transformative works, participatory cultures, fan experiences, audience studies, and media studies.
Bridging two “camps” in the field of international public opinion - nation branding and public diplomacy - this book presents a first-of-its-kind cohesive framework with which readers can better research, teach, practice and understand the field.&nbsp; At its core is the introduction of the Model of Country Concept, which illustrates the array of factors, including hard- and soft-power initiatives, that shape how global citizens form their opinions about other countries. Each chapter applies the Model of Country Concept across a wide geographic, methodological and disciplinary range of qualitative and quantitative research studies. They include traditional and social media content, international educational exchange programs, tourism, government-sponsored programs and entertainment. By way of definitions, prior research findings, professional best practice, and published theories and models, the book offers a framework for future positioning of both practice around and research about nation branding and public diplomacy. Written for practitioners, researchers, teachers and students of public diplomacy, international relations, media/journalism, and strategic communication, among others, the book offers a comprehensive yet approachable solution for framing a conversation about the heterodox nature of nation branding and public diplomacy, as well as advancing the field through original research.

Ideal for courses in: public diplomacy, international relations, media/journalism, and strategic communication.

Every great scholar begins as a student. But what does it take to get there? And what is the journey like? This book explores the lifespan development of some of the best-known communication scholars in the U.S. Grounded in 30 in-depth interviews, personal stories, and communication theory, the book reveals the nature of human development, the curvature of disciplinary thinking, and the values that drive communication professionals. With powerful examples from great thinkers and teachers such as Robert Craig, Valerie Manusov, and Gerry Philipsen, the book shows that communicating well is a slow, gradual awakening toward others. How Communication Scholars Think and Act is designed to inspire students and faculty alike to persevere in the face of setbacks, to learn about communication more deeply, and to improve human relationships across contexts. This is an ideal text for courses in communication theory, interpersonal communication, and introductory courses to the field. It is a must-read for anyone who wants to become a communication professional.

Ideal for courses in: communication theory, interpersonal communication, and introductory communication courses.

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Appendices & Index

Multisensory media—hybrid media that engage more than the auditory and visual senses—is beginning to change the way that we communicate. While hardware and software for capturing and emitting different types of sensory data are still being developed, this book lays a theoretical foundation for their use. Drawing upon the ideas of philosophers who write about sensory perception as well as each of the senses, Keith Kenney explains the issues that communication and media scholars will need to investigate as we begin to exchange haptic, olfactory, and even gustatory messages. Scholars interested in communication theory, media theory, and multimodality will discover new ideas by current philosophers, while scholars of sensory studies will learn how their field can be extended to communication and media. Designers of multisensory experiences, such as videogame developers, will find practical suggestions for creating richer and more meaningful experiences. A dozen sidebars apply philosophical ideas to common experiences so that the...
text can be used in advanced undergraduate and postgraduate courses.

Ideal for courses in:
- communication theory, media theory, and multimodality.

COMMUNICATION

Crisis communication plays an important role in maintaining a community’s safety and security. While governments devote significant attention to national crises, anticipation and preparation specific to local communities is imperative and can assist media outlets, elected officials, and message designers in successfully reaching their intended target audiences.

However, local leaders might not possess the communication skills and knowledge needed to prepare a local community for potential crises. Therefore, there is a need for communities to have support systems in place to help them respond and communicate appropriately. This volume provides a comprehensive resource that provides the knowledge and guidelines that can be used for localized crisis preparation.

Focusing on crisis preparedness/readiness, it discusses and extends the anticipatory model of crisis management (AMCM) in the establishment of crisis communication centers (CCCs) within local communities and municipalities across the U.S. The authors advocate for communities to create CCCs that would be comprised of municipal and community members who can fulfill specific functions on a team tasked with preparing for crisis, as well as responding to a crisis aftermath. Directions for future research such as the comparison of specific crisis prevention strategies across similar local communities, and developing new innovative ways to collect and warehouse large amounts of crisis data, is provided.

Ideal for courses in:
- public relations, crisis management, crisis communication, risk communication, organizational communication, public administration, political science and civic governance, business management, health administration and/or informatics.

COMMUNICATION CENTER

HANDBOOK FOR THE CRISIS COMMUNICATION CENTER

- 300 PP.
- PB. ISBN 978-1-4331-2433-4
  CHF 98.00 / €79.20 / €A87.10 / €D52.95
  CHF 58.00 / €44.20 / €A53.00 / €D29.95
- HB ISBN 978-1-4331-2434-1
  CHF 98.00 / €79.20 / €A87.10 / €D49.95

JAMES W. CAREY AND COMMUNICATION RESEARCH

Reputation at the University’s Margins

- 234 PP.
- PB. ISBN 978-1-4331-0847-1
  CHF 55.00 / €44.20 / €A53.00 / €D29.95
  CHF 58.00 / €44.20 / €A53.00 / €D29.95
- HB ISBN 978-1-4331-0846-4
  CHF 98.00 / €79.20 / €A87.10 / €D49.95

James W. Carey, by the time of his death in 2006, was a towering figure in communication research in the U.S. In this book, Pooley provides a critical introduction to Carey’s work, tracing the evolution of his media theorizing from his graduate school years through to the publication in 1989, of his landmark Communication as Culture.

The book is an attempt to understand the unusual if also undeniable significance that Carey holds for so many communication scholars, as well as making his work accessible to advanced undergraduate and postgraduate students.

Ideal for upper level under graduate & graduate courses in: communication theory and media theory.

PRIVILEGED MOBILITIES

As corporations ramp up ‘workforce globalization’ and young professionals increasingly pursue opportunities to work abroad, social entrepreneurs use online digital platforms to create offline social events where foreigners can meet face-to-face. Through ethnographic study of such groups in Paris, Singapore, and Bangalore, Erika Polson illustrates how, as a new generation of expatriates uses location technologies to create mobile ‘places,’ a new global middle class is emerging.

While there are many differences in the specifics between the expat groups, they share certain characteristics that indicate a larger logic to the way that the increasing mobility of professional career paths is connected to new subjectivities and changing forms of community among a diverse and growing demographic.

This book opens up a new field of study, one which pays more attention to middle
class mobility while questioning the privileging of mobility more generally.

- Ideal for courses in: digital media and society; global media; international and intercultural communication; social media; global business; global identity; migration and identity; development communication; sociology of mobility; and international media.

**COMMUNICATING THE CITY**

**Meanings, Practices, Interactions**

- Urban Communication. Vol. 4
- PB. ISBN 978-1-4331-3097-7
  - CHF 55.00 / €44.20 / $64.80 / €79.95 / $36.00 / US$52.95
  - CHF 58.00 / €44.20 / $65.00 / €79.95 / $36.00 / US$52.95

How human meanings, practices and interactions produce and are produced by urban space is the focus of this timely and exciting addition to the study of urban communication.

Challenging notions of the ‘urban’ as physically, economically or technologically determined, the collection explores key intersections of discourse, materiality, technology, mobility, identity and inequality in acts of communication across urban and urbanizing contexts. From leisure and media consumption among Chinese migrant workers in a Guangdong village and the power of both archetypal and unfamiliar landscapes in small-town America, to digital acts of discrimination in Hong Kong and the diverse networks and communication infrastructures of global cities like London and Los Angeles, the book combines a range of perspectives to ask fundamental questions about the significance and status of cities in times of intensified mediation and connectivity.

With case studies from Italy, Britain, Ireland, Russia, the United States and China, this international collection demonstrates that both empirical and critical knowledge on the relationship between communication and urban life has become vital across the humanities and social sciences. **Communicating the City** will be essential reading for all those scholars and students who desire to gain an in-depth understanding of the multiple roles that media and communication have in lived experiences of the city.

- Ideal for courses in: urban communication, mediated cities, aesthetics of everyday life and international communication.

**COMMUNICATION AND THE BASEBALL STADIUM**

**Community, Commodification, Fanship, and Memory**

- Urban Communication. Vol. 2
- PB. ISBN 978-1-4331-2145-6
  - CHF 55.00 / €44.20 / $64.80 / €79.95 / $36.00 / US$52.95
  - CHF 58.00 / €44.20 / $65.00 / €79.95 / $36.00 / US$52.95
  - CHF 98.00 / €79.20 / $108.10 / €124.95 / $64.00 / US$94.95

Baseball stadia are places of memory, identity, athletic and architectural accomplishment. They are sites capable of arousing passion, sentimentality and a sense of community. The baseball stadium provides a unique lens through which to understand, explore and expand an understanding of communication theories. While baseball has previously been explored by scholars, this volume introduces the stadium as a way of exploring communication and communication theories through an examination of the four discrete themes that frame the organization of this work: Community and Communication, Fandom and Communication, Memory and Communication, and Commodification and Communication. This volume offers a unique approach to those interested in communication theory, popular culture, sports management, and people-environment studies.

- Ideal for courses in: communication & society and business communication.

**BRANDING AS COMMUNICATION**

**SUSAN B. BARNES**

- Visual Communication. Vol. 5
  - CHF 55.00 / €44.20 / $64.80 / €79.95 / $36.00 / US$52.95
- E-BOOK. ISBN 978-1-4539-1791-6
  - CHF 58.00 / €44.20 / $65.00 / €79.95 / $36.00 / US$52.95

Once only a sign, technologies have helped to transform brands into symbols that we constantly encounter in our natural and mediated environments. Moreover, the branding of culture marks a commercialization of society. Almost everywhere we look, a brand name or logo appears.

By combining a scholarly approach with case studies and examples, this text bridges the worlds of communication and business by providing a single vocabulary in which to discuss branding. It brings these ideas together into a coherent framework to enable discussions on the topic to occur in a variety of disciplines. A number of perspectives are also provided, including brands as signs and symbols, brand personality, history, communication, cognitive factors, loyalty, personal branding, community, and social issues.

Providing a comprehensive overview of the branding process — from the creation of brands to analysis of their messages — readers will begin to understand the communicative impact of branding.

- Ideal for courses in: communication & society and business communication.

**COURAGEOUS ORGANIZATIONAL COMMUNICATION CASE STUDIES**

**ALEXANDER LYON**

  - CHF 113.00 / €91.70 / $100.00 / €124.95 / $98.95 / US$109.95

Alexander Lyon presents 31 case studies in organizational communication that explore issues of courageous communication. Through case studies on many well-known organizations such as Google, the Miami Dolphins, NASA, Comcast, Boy Scouts of America, Netflix, Taco Bell, Massachusetts General Hospital, Merck Pharmaceuticals, and others, the book articulates a communication-based model of courage around four themes: Courageous communication is collaborative, upward, transparent, and engaging.

The book presents both effective and cautionary portraits of organizations as they responded to complex issues. Moreover, it situates the case studies in existing literature and provides practical guidance for enacting courageous communication in professional settings.

- Ideal for courses in: organizational communication, ethical issues in communication, and crisis communication.
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