Education
Media & Communication
Black Studies
Diversity
Latino/a Studies
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Studies</td>
<td>2</td>
</tr>
<tr>
<td>Latino/A Studies</td>
<td>3</td>
</tr>
<tr>
<td>Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>Foundations</td>
<td>5</td>
</tr>
<tr>
<td>Critical Pedagogy</td>
<td>8</td>
</tr>
<tr>
<td>Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Primers</td>
<td>15</td>
</tr>
<tr>
<td>Action Research</td>
<td>15</td>
</tr>
<tr>
<td>Ed Reform</td>
<td>16</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>16</td>
</tr>
<tr>
<td>Disability Studies</td>
<td>17</td>
</tr>
<tr>
<td>Global Studies</td>
<td>17</td>
</tr>
<tr>
<td>Childhood</td>
<td>17</td>
</tr>
<tr>
<td>Youth Studies</td>
<td>18</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>18</td>
</tr>
<tr>
<td>Literacy</td>
<td>19</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>19</td>
</tr>
<tr>
<td>Communication</td>
<td>21</td>
</tr>
<tr>
<td>Journalism</td>
<td>24</td>
</tr>
<tr>
<td>Media</td>
<td>25</td>
</tr>
<tr>
<td>Public Relations</td>
<td>30</td>
</tr>
<tr>
<td>Author Index</td>
<td>31</td>
</tr>
<tr>
<td>Series Lists</td>
<td>32</td>
</tr>
<tr>
<td>Award Winners</td>
<td>33</td>
</tr>
<tr>
<td>New Series</td>
<td>33</td>
</tr>
<tr>
<td>Journal Announcement</td>
<td>34</td>
</tr>
<tr>
<td>eBook info &amp; Partnerships</td>
<td>35</td>
</tr>
<tr>
<td>Peter Lang Worldwide Agents</td>
<td>36</td>
</tr>
</tbody>
</table>
Dear Friends and Colleagues,

Here in the middle of conference season, we’re receiving wonderful feedback from our readers about the strength of our spring new title list. Enthusiastic reviews and a variety of book awards reinforce those opinions.

In education, we are delighted to introduce Curriculum Studies Guidebooks (Volumes 1 and 2). This 2-volume set is one of the most important academic works in curriculum studies published in the last 40 years. Written by Marla Morris, these books are the result of seven years of research and writing. While it sounds cliché, every education student and instructor will need to read them. Also in curriculum studies, we will introduce a powerhouse of a volume in Curriculum: Decanonizing the Field, edited by João M. Paraskeva and Shirley R. Steinberg.

We have also had excellent titles coming from our new Social Justice Across Contexts in Education series, edited by sj Miller and Leslie David Burns, as well as the redesigned Childhood Studies series, edited by Gaile Cannella.

Our Media and Communication program is equally strong this season. Marshall McLuhan has a strong presence through two new titles: The Future of the Library: From Electric Media to Digital Media by Robert K. Logan and Marshall McLuhan, and the second edition of Understanding New Media: Extending Marshall McLuhan, also by Robert K. Logan. In this heated political season in many places around the world, readers should take note of Communication and Political Crisis: Media, Politics and Governance in a Globalized Public Sphere by Brian McNair.

Political activities are closely followed by the news media, so the media list includes two timely volumes: The Future of 24-Hour News: New Directions, New Challenges by Stephen Cushion and Richard Sambrook, as well as News for a Mobile-First Consumer by Paula Poindexter.

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 excellent acquisitions editors know about it. I am certain that you will find the publishing process to be a rewarding experience.

Best wishes,

Chris Myers
Managing Director
chrism@plang.com

The Peter Lang Publishing Group
Somalis in the New South
African Immigrants, Politics and Race
By Dorian Brown Crosby
PB | 978-1-4331-3086-1
HC | 978-1-4331-3087-8
Black Studies and Critical Thinking: 33
Refugee resettlement is a polarizing topic in the United States. Resistance to receiving refugees is, therefore, a primary political issue for politicians, for state and local governments, and for neighborhoods. Receiving Somali refugees, in particular, generates fear among Americans due, in part, to media reports of acts of violence by extremists and pirates in Somalia. Because the United States is the top country of refugee resettlement, accepting refugees will remain an intense political issue. **Somalis in the New South: African Immigrants, Politics and Race** offers a balanced and insightful look at Somalis in the southern United States.

The edited volume is a timely publication of critical thought and reflection about the arts in corrections programming and the editors’ experiences engaging arts and activism with incarcerated people. The edited volume is a compilation of scholarly writings about arts, corrections and the Black experience, including work from practitioners and incarcerated people, illuminating the transformative power of the arts through the lens of incarceration.

In this volume, incarcerated and formerly incarcerated artists share the meaning of art in their lives and the role that prison arts programs played in their development as people and artists. **Black Voices Beyond the Wall** is divided into two parts. Part One contextualizes arts and corrections in the history of the Black arts movement and social justice. Part Two features the voices of incarcerated artists and the work of seven prison arts programs. Prison arts programming refers to art-based workshops, projects, and courses offered in prisons. The book includes a resource list of organizations across the country engaged in prison arts as well as images of artwork produced by incarcerated people. **Black Voices from Beyond the Walls** is a timely publication that offers a rare opportunity to offer insight to creativity and humanity for incarcerated people.

The Revelations of Asher
Toward Supreme Love in Self (This Is an Endarkened, Feminist, New Literacies Event)
By Jeanine M. Staples
PB | 978-1-4331-2199-9
HC | 978-1-4331-2200-2
Black Studies and Critical Thinking: 53
The Revelations of Asher: Toward Supreme Love in Self is an endarkened, feminist, new literacies event. It critically and creatively explores Black women's terror in love. With poetry, prose, and analytic memos, the author shows how a group of Black women's talk and writings about relationships revealed epistemological and ontological revelations after 9/11. These revelations are presented in the context of a third wave new literacies framework; the voices and stories dynamically by the women's seven fragmented selves. Through the selves, we learn the five ways the women lived as lovers: Main Chick, Side Chick, Bonnie, Bitch, and Victim. As an alternative-response to these identities in love, the author introduces the Supreme Lover Identity and illuminates its integral connection to social and emotional justice for and through Black women's wisdom.

Black Mask-uality
A Framework for Black Masculine Caring
Edited by Lisa Bass
PB | US$ 40.95 e€25.00 SFH38.00 €31.50 €*33.70 €**34.70 | 978-1-4331-2654-3
HC | US$ 159.95 e€98.00 SFH148.00 e123.03 e131.60 e*135.30 | 978-1-4331-2655-0
Black Studies and Critical Thinking: 72
Black Mask-uality: A Framework for Black Masculine Caring provides a collection of research, narratives, essays, and conceptual works to lay the foundation for an important framework: Black Masculine Caring (BMC). An understanding of this framework is central to educators as they seek to understand the teaching and leading styles of Black males, as well as to improve the educational experiences of Black male students.
Our World around the Corner
How Youths Make Meaning of Place, Citizenship, and Belonging
By Jason R. Harshman
PB | 978-1-4331-2993-3
HC | 978-1-4331-2994-0
Black Studies and Critical Thinking: 81

Suitable for undergraduate and graduate levels in foundations of education, the sociology of education, ethics in educational leadership, teacher preparation courses, black studies courses, and any scholars who seek a deeper experience in their study of the ethics of caring.

The Problematic Tyler Perry
Edited by Brian C. Johnson
PB | US$ 40.95 €25.00 sfr 38.00 $31.50 sfr €33.70
HC | US$ 159.95 €98.00 sfr 148.00 £123.03 sfr €131.60 e+135.30 | 978-1-4331-3019-9
Black Studies and Critical Thinking: 83

For the past decade or more, few Hollywood stars have experienced a more meteoric rise than Tyler Perry. As much as he is lauded by fans, Perry is panned by cultural critics who reject his work as overly preachy and rife with racially stereotypical characterizations and controversial themes. This book explores the vast chasm between his fans’ adoration and the critical reception of his work: while some argue that Perry’s brand of “blackness” is little more than buffoonery, others claim he offers representations that are missing in entertainment choic-es, especially among niche audiences. He is applauded by some for offering films and television shows that are “good entertainment,” while others label his work trashy. He can be seen either as an oracle whose morality plays provide a gospel message of family healing, or as an actor with a misaligned worldview. This book asks: what are we to do with the “problem” of Tyler Perry?

Processing Challenges Latinos/as Encounter with the LIBRE Model
Listen-Identify-Brainstorm-Reality-test-Encourage
By Norma Guerra
PB | 978-1-4331-3309-1
HC | 978-1-4331-3310-7

Critical Studies of Latino/a in the Americas; 10
Written for educators and professionals, this text examines the cultural challeng-es Latinos/as encounter as they move from one social setting to the next. Problem solving is presented as a skill, strategy and protective factor in the development of resiliency and self-efficacy. This solution-oriented approach facilitates Latino/a personal and professional development in processing the unexpected. The book introduces the LIBRE Model problem solving activity as the tool to negotiate positive change by: 1) affirming cultural competency, 2) supporting self-regulated decision making, 3) monitoring self-engagement styles, and 4) developing resiliency toward smoother transitions. The goal is to provide the reader with partnering tools that will empower Latino/a engagement, personal management and active self-agen-cy in managing decisions, challenges and choices.

Suitable for courses in film studies, African American film studies, popular culture and cultural studies.

This book is significant in that it builds upon feminist caring frameworks to take readers on a journey toward understanding the ethic of caring through a masculine lens. The authors explore the experiences of caring school leaders in their practice; the plight of Black male students who need care for proper identity development and their development as productive men; care for Black males with special needs; Black males as caring fathers; Black males as caring spiritual leaders; and Black males as caring institutional leaders.

Suitable for undergraduate and graduate levels in foundations of education, the sociology of education, ethics in educational leadership, teacher preparation courses, black studies courses, and any scholars who seek a deeper experience in their study of the ethics of caring.
What Does it Mean to be White?
Developing White Racial Literacy – Revised edition
By Robin DiAngelo
PB | 978-1-4331-3110-3

Counterpoints: Studies in the Postmodern Theory of Education; 497

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, Dr. 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. Now, the revised edition features two new chapters, including one on Dr. 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 glossary.

Higher Education and Society
Edited by Joseph L. DeVito & Pietro A. Sasso
PB | US$ 40.95 €25.00 sFr138.00 ¥315.50 +$33.70 /+€34.70 | 318 pp | 978-1-4331-2870-7
HC | US$ 159.95 +$98.00 sFr48.00 ¥123.03 /+€131.60 /+€135.30 | 978-1-4331-2871-4

Higher education and society are becoming increasingly intertwined. Both act as a transmitter of culture, yet many colleges and universities also ideally seek to create a more perfectible society and more enlightened, engaged citizens. When the connections between social structures and post-secondary education are closely entangled, the university’s aims can take on a contentious struggle for identity in a vexing web of competing external interests—especially in light of scarce economic resources, corporate pressures, technological questions, and globalizing trends. Higher Education and Society weighs the urgent question of how society and higher education influence each other. How the latter responds to that unsettled issue may well determine whether colleges and universities chart a more self-reflective path or one of rising deference to societal contingencies. This book is essential for all those who study and work in today’s colleges—and for all those who seek a better education for their children, the nation, and the world. It is especially recommended for courses in higher education and society, contemporary issues in higher education, the philosophy of higher education, academic issues in higher education, leadership in higher education, and globalization and higher education. The book is also useful for the preparation of faculty development programs in colleges and universities.

Going Inward
The Role of Cultural Introspection in College Teaching
Edited by Susan Diana Longerbeam & Alicia Fedelina Chávez
PB | 978-1-4331-3103-5
HC | 978-1-4331-3104-2

This book argues for, and actually carries out, what the author proposes as “heightened performative autoethnography” (HPA). The common theme throughout the volume involves resisting oppressive and hegemonic spaces within paradigms and hence seeking epistemological liberation. The body of the text methodologically and conceptually situates this newly proposed variant of autoethnography, while contextualizing and justifying its “performed” or “enacted” theme involving resistance against the oppressiveness of paradigms. It concludes with an analysis and commentary, demonstrating the manner in which this particular theme as well as HPA as a research and writing repertoire are able to
meaningfully respond to the eighth moment of contemporary qualitative research, which calls for a critical and social justice agenda directed at empowerment, equity, liberation and related issues.

Suitable for upper-level undergraduate classes and graduate courses within the social sciences, humanities, and education, for courses on critical theory, contemporary research methodology, performatory studies, narrative writing, and related subjects.

RIP Jim Crow
Fighting Racism through Higher Education Policy, Curriculum, and Cultural Interventions
Edited by Virginia Stead
PB | 978-1-4331-3068-7
HC | 978-1-4331-3069-4
Equity in Higher Education Theory, Policy, & Praxis; 6
Together we can build enough momentum to see Jim Crow lay silent and still in his grave. This book is intended to give voice to the need to respond to the sickening accumulation of so many racially inspired and systemically sanctioned deaths.

Today, we remember the passing of the young and Black Michael Brown in Ferguson, MO. In responding to this event, we are working to disintegrate the social alexithymia that is so pervasive within cultures that are indifferent to the suffering of others. In this case, the group desensitization is caused by racism, a vestige of colonial thinking that persists behind an illusion of democracy. RIP Jim Crow is organized into three sections: (1) Antiracist Theory and Policy; (2) Antiracist Administration, Curriculum, and Pedagogy; and (3) Antiracist Cultural Interventions.

Hopefully, this book will help to contribute to the normalization of antiracist policy within academic institutions and anti-racist discourse within academic cultures as well as create a climate in which challenging racist institutional praxis and speaking out against public instantiations of racist thought or activity become commonplace. This volume may also facilitate the transfer of antiracist values into organizational praxis at local, regional, national, and international levels through academic relationships with community partners.

Suitable for courses in social justice, higher education, cultural studies, educational policy and reform, and educational praxis.

Graduate Study in the USA
Surviving and Succeeding
Edited by Christopher McMaster & Caterina Murphy
PB | US$ 40.95 €25.00 sfr38.00 £31.50 +£33.70 +€34.70 | 212 pp | 978-1-4331-2999-6
HC | US$ 159.95 €98.00 sfr148.00 £123.03 +£131.60 +€135.30 | 978-1-4331-3153-0
Critical Education and Ethics; 8
The premise of this book is simple: if the chapter writers could go back in time and talk with themselves when they began their studies, what advice would they give? Isn’t hindsight a bonus? Each chapter offers this hindsight. The chapters are not personal stories, but useful lessons learned through experience. These lessons are offered to aspiring and current graduate students to help their studies be successful. Chapters contain contributions from a range of academics and academic-practitioners, from those getting established in their careers to those that are more novice and emergent. Contributors include scholars from many universities throughout the United States, and they cover essential aspects of graduate study, such as writing and publishing, relationships with supervisors, utilizing rejection and critique, and becoming a researcher. Contributors write of studying for higher degrees and coping with family, illness, disability, and distance. Culture is bridged between Hispanic scholars and their colleagues in mainstream academia, and international students offer advice to those wanting to study at an American university.

This book provides indispensable advice that every graduate student can utilize and follows on from the initial, successful publication of Postgraduate Study in Aotearoa New Zealand: Surviving and Succeeding (2014). The US edition is part of an international ‘survive and succeed’ series also being produced in Australia, the UK, and South Africa.

Suitable for courses in essential aspects of graduate study, such as writing and publishing, relationships with supervisors, utilizing rejection and critique, and becoming a researcher.

Teaching College Students How to Solve Real-Life Moral Dilemmas
An Ethical Compass for Quarterlifers
By Robert J. Nash & Jennifer J.J. Jang
PB | US$ 40.95 €25.00 sfr38.00 £31.50 +£33.70 +€34.70 | 212 pp | 978-1-4331-3152-3
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Suitable for courses in essential aspects of graduate study, such as writing and publishing, relationships with supervisors, utilizing rejection and critique, and becoming a researcher.
The Social Foundations Reader
Critical Essays on Teaching, Learning and Leading in the 21st Century

Edited by Eleanor J. Blair & Yolanda Medina

PB | US$55.95 £34.00 SF$52.00 €63.03 *60.00
€*47.30 | 380 pp | 978-1-4331-2941-4
HC | US$199.95 £123.00 SF$185.00 €168.80
€*164.60 €**169.20 | 978-1-4331-2942-1

The Social Foundations Reader is meant for undergraduate and graduate students in introductory foundations of education classes. No other contemporary reader provides such a broad and yet critical view of the issues typically addressed in an introductory foundations course. Instead, most provide a generic and typically conservative perspective on schools and classrooms and do little to encourage students to consider the important roles of critical theory and social justice in the creation of school environments that are responsive to issues of equity and diversity. This book provides a different lens through which students can view what happens in twenty-first-century schools while also considering the perspectives of multiple constituencies: parents, teachers, students and communities. The reader of this text is exposed to a wide range of scholarship in the foundations of education, essays range from the more traditional work of John Dewey to the controversial ideas of Henry Giroux. Contested topics associated with teaching, learning and leading in contemporary public schools are considered within a context where grappling with the answers to fundamental questions that will ultimately guide meaningful school reform is an essential part of becoming an educator. Each of the five sections in the book is accompanied by an introduction and summary/reflection questions to both guide reading and challenge students to think critically about how to synthesize and apply the ideas being presented.

Table of Contents

Foreword: Critical Social Foundations in the Corporate Academy | William M. Reynolds
Introduction | Eleanor J. Blair and Yolanda Medina

Section I: A Foundation for 21st Century Schools
Introduction | Eleanor J. Blair
2. My Pedagogic Creed | John Dewey
3. Finding Hope Among the Hopeless | Pedro A. Noguera
4. What I Learned About School Reform | Diane Ravitch
5. Disability Justifies Exclusion of Minority Students: A Critical History: Grounded in Disability Studies | D. Kim Reid and Michelle G. Knight
6. Equality of Educational Opportunity: Race, Gender, and Special Needs | Joel Spring
Reflection Questions

Section II: Social Justice and Critical Theory in the Schoolhouse
Introduction | Eleanor J. Blair
8. Race and Pedagogy | Aaron David Gresson III
9. Critical Pedagogy: In Action | Joe L. Kincheloe
10. Art Education Programs: Empowering Social Change | Yolanda Medina

Section III: Teaching, Learning and Leading Against the Grain
Introduction | Yolanda Medina
11. The Invisibility of Oppression | Qalem Sensoy and Robin DelAngelo
Reflection Questions

Section IV: Teachers in 21st Century Schools
Introduction | Yolanda Medina
18. Warm Demanders: The Importance of Teachers in the Lives of Children of Poverty | Lisa Delpitt
19. In Defense of Public School Teachers in a Time of Crisis | Henry A. Giroux
20. Starting Points: Assumptions and Alternatives | Patricia H. Hinchey

Section V: “Shift Happens”: Contemporary Issues of Equity and Diversity
Introduction | Yolanda Medina
21. But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy | Gloria Ladson-Billings
22. Wrong Answer to the Wrong Question: Why We Need Critical Teacher Education, Not Standardization | Barbara Madeloni and Julie A. Gorlewski
Reflection Questions

Section VI: “Shift Happens”: Contemporary Issues of Equity and Diversity
Introduction | Yolanda Medina
23. Community | Angela Ansell and Alma Rubal-Lopez
24. “What I know about Spanish is that I don’t talk it much”: Bilingual Fifth-Grade Students’ Perceptions of Bilingualism | Sandra A. Butvilofsky
25. A Distinctly Un-American Idea: An Education Appropriate to Their Station | Patrick J. Finn
26. Enabling or Disabling? Observations on Changes in Special Education | James M. Kaufman, Kathleen McGee, and Michele Brigham
27. Selling Out: Parenting, the Realities of Urban Education, and the Hidden Curriculum in Schools | Cara Kronen
Reflection Questions
“Schools of Tomorrow,” Schools of Today—Second Edition
Progressive Education in the 21st Century
By Susan F. Semel, Alan R. Sadovnik & Ryan W. Coughlan

PB | US$ 48.95 €30.00 sfr€45.00 €37.30 €£99.95
€€41.00 | 436 pp | 978-1-4331-1266-9

History of Schools and Schooling: 8

The second edition of “Schools of Tomorrow,” Schools of Today: Progressive Education in the 21st Century documents a new collection of child-centered progressive schools founded in the first half of the twentieth century and provides histories of some contemporary examples of progressive practices. Part I discusses six progressive schools founded in the first part of the twentieth century (City and Country; Dalton; the Weekday School at Riverside Church; The Laboratory School at the Institute of Child Study; Alabama State Teachers College Laboratory High School; and Highlander), tracing them from their beginnings. Part II examines four more contemporary schools (Central Park East 1; Central Park East Secondary; Learning Community Charter School; and KIPP TEAM Academy), showing how progressive practices gained momentum from the 1960s onward. As a volume in the History of Schools and Schooling series, this book seeks to look to the past for what it can teach us today.

⇒ Suitable for courses in the history of education, progressive education, and educational policy and reform.

Table of Contents

1. Introduction | Susan F. Semel, Alan R. Sadovnik, and Ryan W. Coughlan

Part I – “Schools of Tomorrow”

2. The City and Country School: A Progressive Paradigm | Susan F. Semel
3. The Dalton School: The Transformation of a Progressive School | Susan F. Semel
4. The Weekday School at Riverside Church: Progressive Education in a Religious Institution | Amita Gupta
5. The Laboratory School at the Institute of Child Study: Child Study as Progressive Education in Ontario | Theodore M. Christou and Panayiotis Tyghromopoulos
6. “A Laboratory of Learning”: Alabama State Teachers College Laboratory High School | Sharon G. Pierson
7. “The Answers Come from the People”: Education for Democracy at Highlander Folk School | Laura M. Westhoff

Part II – Schools of Today

8. Central Park East (CPE 1): An Experiment in Public Progressive Education | Bruce Kanze
11. A Look into KIPP (Knowledge Is Power Program): Culture through the Prism of Progressive Schools | Andrew R. Ratner and Ali Nogle

Index

Desk copies are available for any book in our catalog with a 60-day review period; see our order form for details
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.

Table of Contents

Part One: The 1960s

Two: Raymond Callahan, Education and the Cult of Efficiency: A Study of the Social Forces That Have Shaped the Administration of the Public Schools (1962) | Gary K. Cibulka
Three: Paul Goodman, Compulsory Mis-education (1962) and The Community of Scholars (1964) | David Hursh
Four: Herbert Kohl, 36 Children (1967) | Barbara J. Thayer-Bacon

Part Two: The 1970s

Ten: Samuel Bowles and Herbert Gintis, Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life (1976) | James M. Giarelli
Eleven: Michael W. Apple, Ideology and Curriculum (1979) | Steven P. Camicia and Barry M. Franklin

Part Three: The 1980s


Part Four: The 1990s

Twenty: John E. Chubb and Terry M. Moe, Politics, Markets, and America’s Schools (1990) | John F. Coaleske
Twenty One: Jonathan Kozol, Savage Inequality: Children in America’s Schools (1991) | Sue Books

Part Five: The 2000s

Thirty Eight: Yong Zhao, World Class Learners: Educating Creative and Entrepreneurial Students (2012) | Alison LaGarry and George W. Noblit
Pedagogy of Insurrection
From Resurrection to Revolution

By Peter McLaren

Growing up in his native Canada in the 1960s, Peter McLaren fed his imagination with the works of William Blake, John Milton, William Shakespeare, the poetry of Dylan Thomas and writers associated with the Harlem Renaissance such as James Baldwin and W.E.B. Du Bois. Later he became influenced by the Black Power Movement, the beat poets, Latin American liberation theology, the writing of Marx and the art and music of the counterculture. McLaren converted to Roman Catholicism when he was twenty-five. Twelve years later he would meet his most important mentor, Paulo Freire. Now, approaching his seventies, McLaren summons his reflections on the revolutionary teachings of Jesus of Nazareth to illuminate his most recent contribution to critical pedagogy, of which he is considered one of the world’s major architects. In Pedagogy of Insurrection, McLaren wields his pen like a Scottish broadsword to do battle against all that would negate our humanity and prevent us from loving and living in peaceful co-existence with others. Known for his beautiful yet jarring imagery, McLaren adopts in his most recent book an apocalyptic tone redolent of the Biblical prophet, a tone that is assured to provoke both anger and hope. Words that flame, he summons political figures that most often have been crucified by the U.S. mass media—Che Guevara, Fidel Castro, Hugo Chavez—to shed light on the struggle against what McLaren perceives as the ravages of transnational capitalism. The final chapter, where McLaren irreverently imagines what Jesus and John the Baptist might have to say in response to the current state of our personal, political and ecological politics, takes readers on a voyage where few educators would dare to venture and reveals, perhaps more than in any of his previous works, why McLaren’s iconic status as one of the world’s leading educators is so well deserved. Here McLaren conscripts his apocalyptic imagery, knowledge of teaching and engagement with liberation theology to bring into focus a new pedagogical dispensation, one that challenges readers to confront the too often hidden history of genocide and persecution of the Other spawned by U.S. foreign and domestic policies. McLaren argues that there is an alternative and this can be created through a pedagogy of love and justice bequeathed to us by the crucified and resurrected Christ.

Peter McLaren, named Outstanding Educator in America by the Association of Educators of Latin America and the Caribbean in 2013 and winner of numerous awards for his scholarship and international political activism, has penned another classic work with Pedagogy of Insurrection.

One of the educators that Ana Maria (Nita) Araújo Freire credits as an architect of what has come to be known worldwide as critical pedagogy, and who Paulo Freire named his ‘intellectual cousin’, McLaren has consistently produced iconoclastic work that has been heralded by educators worldwide as among some of the most significant commentary on the state of education. He is Honorary President of the Instituto McLaren de Pedagogía Crítica y Educación Popular in Ensenada, México, and Honorary Director of the Center for Critical Pedagogy Research at Northeast Normal University in China.

Suitable for courses in critical pedagogy, social justice, diversity and education, equity and education, youth culture, cultural studies, Liberation Theology, Marxism, and political science.

“With his encyclopedic mind and laser-like vision, his agile wit and acrobatic imagination, Peter McLaren once again draws his flaming red-hot pen as a sword against the banksters and their hedge-fund homies, the marketers and their brother barbarians in the political class. McLaren illustrates in compelling cadences that imperialism is in decline and capitalism exhausted—its brief parenthesis in history is at an end. Another world is coming, but the outcome is far from certain: chaos or community, brutality or solidarity, barbarism or socialism. Here is a clarion call to love one another or die.”

—William Ayers, Author of Fugitive Days, Public Enemy, and Teaching the Taboo

Foreword by E. San Juan
Preface by Michael Peters
Introduction: Out of the Rubble, Staking a Claim: An Introduction
Chapter 1. Comrade Jesus
Chapter 2. Comrade Freire
Chapter 3. Comrade Chávez (With Mike Cole)
Chapter 4. Comrade Fidel, the French Canadian and a Literary Campaign
Chapter 5. Comrade Che
Chapter 6. Revolutionary Critical Pedagogy: A Conversation With Peter McLaren (With Sebastjan Leban)
Chapter 7. Revolutionary Critical Pedagogy is Made by Walking in a World Where Many Worlds Coexist (With Petar Jandric)
Chapter 8. Seeds of Resistance: Towards a Revolutionary Critical Ecopedagogy
Chapter 10. Deploying Guns to Expendable Communities: Bloodshed in Mexico, U.S. Imperialism and Transnational Capital—A Call for Revolutionary Critical Pedagogy (With Lilia D. Monzó and Arturo Rodriguez)
Chapter 11. Education as Class Warfare
Chapter 12. Critical Rage Pedagogy: From Critical Catharsis to Self and Social Transformation
Afterword by Lilia Monzó

Index
The Fat Pedagogy Reader
Challenging Weight-Based Oppression Through Critical Education

Edited by Erin Cameron & Constance Russell
PB | US$ 54.95 €34.00 sfr61.00 £42.00
HC | US$ 189.95 €117.00 sfr176.00 £146.10

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Table of Contents

Preface | Marilyn Wann
Introduction | Erin Cameron and Constance Russell

Part One: Storying Fat Pedagogy

One: Picking the Bones | Ellen S. Abel
Two: Fat Invisibility, Fat Hate: Towards a Progressive Pedagogy of Size | Tracy Royce
Three: “How Can You Be Teaching This?”: Tears, Fears, and Fat | Victoria Kannen
Four: Reflections on Thin Privilege and Responsibility | Linda Bacon, Caitlin O'Reilly, and Lucy Aphramor

Part Two: Practicing Fat Pedagogies

Five: Promise to Try: Combating Fat Oppression Through Pedagogy in Tertiary Education | Cat Poole
Six: Teaching Fat Studies in a Liberal Arts College: The Centrality of Mindfulness, Deep Listening, and Empathic Interpretation as Pedagogical Methods | Amy E. Farrell
Eight: Creating Space for a Critical Examination of Weights-Centered Approaches in Health Pedagogy and Health Professions | Pamela Ward, Natalie Breussel, and Olga Heath
Nine: The Enemy Within: Teaching “Hard Knowledge” About “Soft Bodies” in a Kinesiology Faculty | Mass Norman and Lorraine Petherick
Ten: “Obesity” Warriors in the Tertiary Classroom | Lisette Burrows

Part Three: Researching Fat Pedagogies

Eleven: Fat Bullying of Girls in Elementary and Secondary Schools: Implications for Teacher Education | Hannah McNinch
Twelve: Critical Pedagogical Strategies to Disrupt Weight Bias in Schools | Richard Pringle and Darren Powell
Thirteen: Recognizing and Representing Bodies of Difference Through Art Education | Lori Don Levon
Fourteen: Moving Beyond Body Image: A Socio-Critical Approach to Teaching About Health and Body Size | Jan Wright and Deana Leahy
Fifteen: Promoting Physical Activity for All Shapes and Sizes | Angela S.Albergo and Shelly Russell-Mayhew

Sixteen: Inclusion of Fat Studies in a Difference, Power, and Discrimination Curriculum | Patti Lou Watkins
Seventeen: Learning to Teach Every Body: Exploring the Emergence of a Critical “Obesity” Pedagogy | Erin Cameron
Eighteen: An “Intervention” Into Public Health Interventions: Questioning the Weight-Based Paradigm | Krishna Bhagat and Shannon Jette
Nineteen: Mitigating Weight Stigma Through Health Professional Education | Caitlin O’Reilly

Part Four: Expanding Fat Pedagogies

Twenty: Fat Studies in the Field of Higher Education: Developing a Theoretical Framework and Its Implications for Research and Practice | Heath Brown
Twenty One: We Take “Cow” as a Compliment: Fattening Humane, Environmental, and Social Justice Education | Constance Russell and Keri Semenko
Twenty Two: A Tale of Three Classrooms: Fat Studies and Its Intellectual Allies | Breanne Fals
Twenty Three: A Public Pedagogy Approach to Fat Pedagogy | Emma Rich
Twenty Four: Navigating Morality, Politics, and Reason: Towards Scientifically Literate and Intellectually Ethical Fat Pedagogies | Michael Gard

Conclusion: A Fat Pedagogy Manifesto | Constance Russell and Erin Cameron

Index

Teaching with Disney
Edited by Julie C. Garlen & Jennifer A. Sandlin
PB | 978-1-4331-2881-3
HC | 978-1-4331-2882-0

Teaching with Disney, the first comprehensive volume on Disney as cultural pedagogy and classroom praxis, explores what it means to teach, learn, and live in a world where many familiar discourses are dominated by The Walt Disney Company. The book analyzes the ways in which the powerful messages of Disney shape the way we teach and learn. Featuring scholars from a wide range of educational contexts, including educational foundations, art education, higher education, K-12 contexts, adult education, media literacy, critical pedagogy, and curriculum studies, this book will be accessible and interesting to a global audience of educational researchers and practitioners as well as undergraduate and graduate students in educational foundations, curriculum and instruction, curriculum theory, critical media education, art education, sociology of education and related fields.

Discussion questions are provided for each chapter to help facilitate class discussions and assignments. This is an excellent textbook for education classrooms.

Suitable for courses in undergraduate and graduate students in educational foundations, curriculum and instruction, curriculum theory, critical media education, art education, sociology of education and related fields.

Breakbeat Pedagogy
Hip-Hop and Spoken Word Beyond The Classroom Walls
By Brian Mooney
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Breakbeat Pedagogy provides a groundbreaking 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, as the ideal site for students to engage in the elements of hip-hop culture. Working from the perspective of a classroom teacher, the author reflects on the story of Word Up!, a hip-hop and spoken word poetry event that began with students in a New Jersey high school. He makes the case for a pedagogy with the potential to transform urban schools and the way we think about them. This is essential reading for any teacher committed to social justice and culturally relevant education.

- Suitable for undergraduate and graduate level teacher-education courses with a focus on social justice, diversity, equity, and multiculturalism.

Philosophy & Critical Pedagogy

Insurrection & Commonwealth

By Charles Reitz

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By Charles Reitz

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Bullying in Faculties of Education

By Eelco B. Buitenhuis

PB | US$40.95 | 198 pp | 978-1-4331-3296-4
HC | US$159.95 | 978-1-4331-3297-1

Critical pedagogy, political economics, and aesthetic theory combine with dialectical and materialist understandings of science, society, and revolutionary politics to develop the most radical goals of society and education. In Philosophy & Critical Pedagogy: Insurrection & Commonwealth, Marcuse’s hitherto misunderstood and neglected philosophy of labor is reconsidered, resulting in a labor theory of ethics. This develops commonwealth criteria of judgment regarding the real and enduring economic and political possibilities that concretely encompass all of our engagement and action. Marcuse’s newly discovered 1974 Paris Lectures are examined and the theories of Georg Lukács and Ernst Manheim contextualize the analysis to permit a critical assessment of the nature of dialectical methodology today.

- Suitable for courses in higher education leadership, professional development, professional formation, methodology and ethics issues.

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Philosophy & Critical Pedagogy

Critical pedagogy can be applied in a wide range of contexts, and consider its potential to transform students and teachers alike.

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The New Defining Volumes in Curriculum Studies!

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By Marla Morris

Curriculum Studies Guidebooks, Volume 2
Concepts and Theoretical Frameworks
By Marla Morris

Curriculum Studies Guidebooks treat the (Post)reconceptualization of curriculum studies. The huge corpus of literature reviewed in this volume reflect current issues and discussions dealing with education. This volume is about the intersections among curriculum studies, history, politics, multiculturalism, gender studies and literary studies. These theoretical frameworks will provide students in the field of education with the tools that they need to theorize around the concept of curriculum. This is an interdisciplinary book and might be of interest to students outside the field of education as well who are studying history, politics, multiculturalism, gender and literary studies.

Table of Contents
Chapter 1: Introduction
Chapter 2: Historical curriculum concepts, Part 1
Chapter 3: Historical curriculum concepts, Part 2
Chapter 4: Historical curriculum concepts, Part 3
Chapter 5: Political curriculum concepts
Chapter 6: Multicultural studies curriculum concepts
Chapter 7: Gender curriculum concepts
Chapter 8: Literary curriculum concepts

Table of Contents
Chapter 1: Introduction
Chapter 2: Aesthetic curriculum concepts
Chapter 3: Spiritual curriculum concepts
Chapter 4: Cosmopolitan curriculum concepts
Chapter 5: Ecological curriculum concepts
Chapter 6: Cultural studies curriculum concepts
Chapter 7: Postcolonial curriculum concepts
Chapter 8: Poststructural curriculum concepts
Chapter 9: Psychoanalytic curriculum concepts
References
Index

The Ecological Heart of Teaching
Radical Tales of Refuge and Renewal for Classrooms and Communities
By Jackie Seidel & David W. Jardine

People Need to Know
Confronting History in the Heartland
By Robert M. Lucas

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to public understanding, the students set out to create a collection of online resources about the lynching. As they encounter troubling information and consider how best to present it to others, the students come to better understand the complex ethical ramifications of historical work and to more fully appreciate why their learning matters. Through the stories of these students, their teacher, and an author re-immersed in the town of his own childhood, the book develops an approach to curriculum in which students create products of value beyond the school walls. In a time of educational standardization, when assignments and assessments often fail to deliberately engage the ethically charged and locally particular contexts of students’ lives, Robert M. Lucas proposes that we see learning in their creation and appreciation of public value.

**Suitable for courses in curriculum studies and in history and social studies education.**

**Masumune’s Blade: A Proposition for Dialectic Affect Research**

By Peter Zurubir & Frédéric Lesage

PB | 978-1-4331-3038-6

HC | 978-1-4331-3037-3

Counterpoints: Studies in the Postmodern Theory of Education; 489

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. Masumune’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 re-search using affect, after which the authors develop a unique conceptualization of affect, one that brings it into the realm of the Frankfurt School’s concept of 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.

**Suitable for advanced students in either graduate or senior undergraduate classes courses on researching affect, as well as HCI, Media Studies, Cultural Studies, Communication Studies, Design, Social Sciences, Humanities, Cultural Geography, and Anthropology.**

**Purposeful Engagement in Science Learning**

The Project-based Approach

By Kabba E. Colley

PB | 978-1-4331-3090-8

HC | 978-1-4331-3091-5

Purposeful Engagement in Science Learning provides a blueprint of how teachers and their students can engage in purposeful science learning that mirrors the way science is practiced. It is written for K-16 science educators as well as those in the informal science education sector. The framework for this book is based on the project cycle, which is consistent with the process of scientific inquiry. Chapter One reviews the historical, philosophical and psychological foundations of project-based scientific inquiry (PBSI) and the evolution of this approach in the U.S. Chapter Two examines and synthesizes the research on PBSI. Chapter Three explores how to plan PBSI and offers practical strategies for veteran and novice science educators alike. Chapter Four presents different strategies for implementing PBSI with particular emphasis on factors to consider, including the roles and responsibilities of teachers and students. Chapter Five provides selected case histories of successful PBSI. Chapter Six deals with the different methods of evaluating and assessing students’ learning in PBSI environments and provides examples of performance-based assessments suitable for evaluating students’ learning. Chapter Seven examines the relationship between PBSI, after-school programs and community involvement. Finally, Chapter Eight identifies and describes relevant resources that could be used to support and enhance PBSI. 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.

**Suitable for courses in science education, methods in science education, and curriculum and pedagogy in science education.**

**The Curriculum**

Whose Internationalization?

Edited by João M. Paraskeva

PB | US$45.95 | 228 pp | 978-1-4331-2991-9

HC | US$199.95 | 978-1-4331-2992-6

The Curriculum: Whose Internationalization? asks a series of important questions in the re-examination of the internationalization of curriculum studies. It reflects the work of The Internationalization of Curriculum Studies Task Force created at American Association for the Advancement of Curriculum Studies Annual Meeting in New Orleans in 2009 in the context of new theoretical avenues such as the Itinerant Curriculum Theory (ICT) to help address issues related to the problematic nature of internationalization and globalization. What kind or kinds of internationalization(s) and globalization(s) are we talking about? Who is the decision maker? Who has been globalized? Who has been localized? What kind of asymmetrical power relations have been created in such processes? What kinds of mechanisms of economic and cultural production and reproduction does internationalization promote and silence? What is the effect of such conversations, or lack thereof, in the day-to-day lives of teachers and students? What are the real impacts of internationalization on advancement of curriculum theory and its development? What is the real ideological color of such internationalization? Finally, the question remains whether or not curriculum studies, as a field, is on a collision course with internationalization and globalization. In doing so the volume examines the importance of non-Western, nonwhite voices in education. It examines the work of the non-Western curriculum theory/theorist; describes the background, major concepts, and contributions of the theorist/theory; and links them with past and current theories. Readers will learn the significance of this work to the development of curriculum studies and the relevance to the internationalization of the field.

**A Curriculum of Wellness**

Reconceptualizing Physical Education

By Michelle Kilborn

PB | US$ 40.95 | £25.00 | SFR38.00 | €31.50 | €*33.70

HC | US$ 159.95 | 988 pp | 978-1-4331-2998-8

Complicated Conversation: A Book Series of Curriculum Studies; 47

A Curriculum of Wellness seeks to encourage a deeper discussion about teaching our children how to be healthy and live well. It makes a significant contribution to the field of education as it features influential curriculum concepts nuanced with action research principles in a unified, intimate, and deeply relational inquiry into physical education teacher practice. This work presents a very practical yet complex and wisdom-guided way to transform teaching practices that follow more holistic understandings of wellness. A new mode of curriculum
Curriculum: Decanonizing the Field

Edited by João M. Paraskeva & Shirley R. Steinberg

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HC | US$159.95 £98.00 SFR148.00 €123.00 €*131.60
PB | US$45.95 £28.00 SFR43.00 €35.30 €*37.80

Suitable for courses in curriculum studies, curriculum and instruction, and critical pedagogy.

Curriculum: Decanonizing the Field is a fresh and innovative collection that is concerned with the totalitarian Western Eurocentric Cult that has dominated the field of curriculum studies. Contributors to this volume challenge dominant and counter-dominant curriculum positions of the Western Eurocentric epistemic platform. At a time when the field laudably claims internationalization as a must, arguments presented in this volume prove that this “internationalization” is nothing more than the new Western expansionism, one that dominates all other cultures, economies and knowledges. Curriculum: Decanonizing the Field is a clarion call against curriculum epistemicides, proposing the use of Itinerant Curriculum Theory (ICT), which opens up the canon of knowledge, challenges and destroys the coloniality of power, knowledge and being, and transforms the very idea and practice of power. The volume is essential reading for anyone involved in one of the most important battles for curriculum relevance – the fact that there is no social justice without cognitive justice.

Contents

Preface: Against Canonphobia. Curriculum as Political | William M. Reynolds

Part I. The Curriculum Field
Chapter 1. Opening up Curriculum Canon to Democratic Democracy | João M. Paraskeva
Chapter 3. The Discursive Roots of Community: A Genealogy of the Curriculum | Barry M. Franklin
Chapter 7. In Search of the Lost Curriculum | José Félix Angulo Rasco

Part II. The Political and the Power of the Personal
Chapter 8. Dialectics and the Development of Curriculum Theory | Henry A. Giroux
Chapter 10. Subject Matters? Curriculum History, the Legitimation of Scientific Objects, and the Analysis of the Invisible | Bernadette Baker
Chapter 11. Curriculum Theory, Education Policy, and “The Recurring Question of the Subject” | Tero Autio
Chapter 12. Poststructuralism in Curriculum Policies in Brazil | Alice Cinamino Lopes and Elizabeth Macedo

Part III. Curriculum Inquiry: Re-Thinking/De-Canon the Canon
Chapter 13. Epistemicides: Toward an Itinerant Curriculum Theory | João M. Paraskeva

Chapter 14. Revisiting the Question of the “Indigenous” | George J. Sefa Dei
Chapter 15. Renegotiating Epistemic Privilege and Enchantments with Modernity: The Gain in the Loss of the Entitlement to Control and Define Everything | Vanessa de Oliveira Andeate
Chapter 16. Curriculum Inheritance: The Field, the Canon, and the Crisis of the Postmodern University | Dennis Carlson
Chapter 17. Canons as Neocolonial Projects of Understanding | Susan Jean Mayer

Part IV. The Dynamics of Ideological Production
Chapter 18. Ideology and Methodological Attitude | Patti Lather
Chapter 19. The Voices of Women in Curriculum Tensions | Ana Sánchez-Bello
Chapter 20. Revisionist Ontology and the Historical Trajectory of Black Curriculum | LoGarrett J. King, Crystal Simmons, and Anthony L. Brown
Chapter 21. The New Terms of Race in Light of Neoliberalism and the Transforming Contexts of Education and the City in the Era of Globalization | Cameron McCarthy
Chapter 22. Early Education as a Gendered Construction | Shirley R. Steinberg
Chapter 23. The Cape Verdean Language and Identity Question: Pride, Politics of Negation, or Willful Ignorance? | Soraya Isabel de Barros
Chapter 24. Globalization: The Lodestone Rock to Curriculum | Elizabeth Janson

Part V. Curriculum (Counter) Discourses
Chapter 25. Intercultural Curriculum in Neocolonialist Europe: Between Neocolonialism and Austerity 481 | Giovanna Campani
Chapter 26. The Intercultural Curriculum: Networks and Global Communities for Collaborative Learning | Jurjo Torres Santomé

Chapter 27. Curriculum as Discourse: From Africa to South Africa and Back | Shervani K. Pillay
Chapter 29. Under the Gaze of Neoliberal Epistemology: Dislocating the National Curriculum and Re-Engineering the Citizen | João Rosa
Chapter 30. Voices of the Curriculum to the South of Latin America: The Subject, the History, and the Politics | Sefa Dei

PART VI. Teacher Education, Narratives, and Social Justice
Chapter 31. The Curriculum and the Classroom 6 | Joe L. Kincheloe
Chapter 32. “Who Is Teacher Education? Approaching the Negative Stereotypes of Teacher Education” | Silvia Edling
Chapter 33. Curriculum, Didaktik, and Professional Teaching: Conceptual Contributions from the Intersections of Curriculum Studies in an Age of “Crises” in Education | Annell Frein
Chapter 34. Countering the Power of the Single Story in Teacher Education: Teacher Narratives as Lions’ Voices | Maria Alfredo Moreira
Chapter 35. Exploding the Canon: Historical Contextualizing as a Means for Social Justice | Thad LaVolley
Afterword: Curriculum? Tentative, at Best. Canon? Ain’t No Such Thing | Shirley R. Steinberg
Suitable for courses in graduate and undergraduate education. An outstanding feature of this book is its transdisciplinarity. While the story is situated within physical education discipline, this book has implications for all teachers and teacher educators because it provides insights that encourage us to consider more carefully the subjective insights of teachers and to understand these as central to being and becoming a teacher. A Curriculum of Wellness is essential reading for curriculum and pedagogy scholars, teacher educators, teachers, and other health-related professionals to think differently about curriculum and pedagogy—making it a great option for many related graduate and undergraduate courses.

**Transformative Leadership Primer**

By Carolyn M. Shields

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By Gresilda A. Tilley-Lubbs

Suitable for undergraduate and graduate teacher and leadership preparation courses, education law or education policy courses, or for education law & policy modules in survey courses.

Suitable for courses in critical pedagogy, autoethnography, and research.

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**Action Research**

**A Critical Action Research Reader**

Edited by Patricia H. Hinchey

Suitable for courses in critical pedagogy, critical autoethnography, and research.
This highly diverse collection of previously unpublished and published works offers a sampling of opinions on key theoretical and methodological questions, complemented by a wide range of critical action research reports illustrating what various theories look like in practice. The book provides a sketch of the topography of critical action research terrain and illuminates some diverse paths through it.

- Suitable for both undergraduate and graduate courses that provide instruction in critical action research, including courses that require students to complete an action research classroom project. Also useful for graduate students contemplating critical action research methodology for their theses.

**EDREFORM**

**De-Testing and De-Grading Schools**

Authentic Alternatives to Accountability and Standardization – Revised Edition

Edited by Joe Bower & P.L. Thomas

PB | US$ 42.95 | €36.30 | 314 pp | 978-1-4331-3282-7

Counterpoints: Studies in the Postmodern Theory of Education; 492

A century of education and education reform, along with more than three decades of high-stakes testing and accountability, reveals a disturbing paradox: education has a steadfast commitment to testing and grading. This commitment persists despite ample research, theory, and philosophy revealing the corrosive consequences of both testing and grading in an education system designed to support human agency and democratic principles. This revised edition volume brings together a collection of updated and new essays that confronts the failure of testing and grading. The book explores the historical failure of testing and grading; the theoretical and philosophical arguments against testing and grading; the negative influence of tests and grades on social justice, race, class, and gender; and the role that they play in perpetuating a deficit perspective of children. The chapters fall under two broad sections. Part I, Degrading Learning, Detesting Education: The Failure of High-Stake Accountability in Education, includes essays on the historical, theoretical, and philosophical arguments against testing and grading. Part II, De-Grading and De-Testing in a Time of High-Stakes Education Reform, presents practical experiments in de-testing and de-grading classrooms for authentic learning experiences.

- Suitable for courses in educational assessment, education policy, and education foundations.

**Assault on Kids and Teachers**

Countering Privatization, Deficit Ideologies and Standardization in U.S. Schools—Revised Edition

By Roberta Ahlquist & Theresa Montaño & Paul Gorski

PB | 978-1-4331-3282-7

Counterpoints: Studies in the Postmodern Theory of Education; 510

In Assault on Kids and Teachers: Countering Privatization, Deficit Ideology, and Standardization in U.S. Schools, parents, teachers, activists, and others expose and challenge neoliberal efforts to undermine movements for educational equity with corporate-friendly initiatives to privatize and standardize public schooling. Each chapter contains careful analysis of some form of these efforts, from the dangers of deficit ideology to the imposition of edTPA onto teacher education programs. But the authors don’t stop there. Using both local and national-level perspectives, they offer detailed visions for how we can create a more just future for public schooling. One chapter, for example, examines how school policy and practice often punishes students experiencing poverty and offers a vision for a more just approach. Another uncovers efforts to corporatize public schools and to undermine teachers’ unions and describes local efforts to fight back. Several authors expose the growing influence of organizations like the American Legislative Executive Council (funded in great part by the Koch Brothers), Pearson Testing, and the Gates and Broad Foundations on public education, and then share what we can do to resist their efforts. In the end, this is a book about taking an informed stand for equity and justice—a stand against the assault on teachers, students, and public education.

- Suitable for undergraduate and graduate level foundations of education courses, sociology of education courses, critical issues in education, and other general education courses, and an inspirational and informative read for parents, teachers, and community activists.

**ENVIRONMENTAL EDUCATION**

**Learning from Bad Practice in Environmental and Sustainability Education**

By Jonas Andreasen Lysgaard

PB | 978-1-4331-3164-6

HC | 978-1-4331-3165-3

[Re]Thinking Environmental Education; 2

Learning from Bad Practice in Environmental and Sustainability Education illuminates the notion of bad practice from the perspective of environmental and sustainability education (ESE) and how it is possible to learn from it in order to avoid the relentless pitfalls and blind spots that are part of any educational field. Combining lessons from Danish and South Korean NGOs involved in both formal and non-formal ESE with emerging theoretical perspectives on education, the book asks two important questions: Why do practitioners, educators and researchers have such a hard time dealing with the challenges of bad practice? And is it possible to understand bad practice as not only something that mars the educational purpose of ESE, but also as something that at the same time protects the very ideals we find in the fields? Through empirical analysis and theoretical perspectives from Jacques Lacan and Slavoj Zizek, this book argues how we, as teachers, practitioners and researchers can learn from bad practice and move beyond the comfortable position of finger pointing to push for more genuine good practice.

- Suitable for advanced classes in environmental education & education for sustainable development.
enacting change from within

Disability Studies in Education; 20
Vital Questions Facing Disability Studies in Education, which has been edited by the leading scholars in the field, provides an overview and introduction to the growing field of disability studies in education, the application of the interdisciplinary field of disability studies to inclusive education, teacher education, educational research, and educational policy development. While traditional special education research has focused on developing interventions aiming to increase students’ functional capacities, disability studies scholars have asked provocative and probing questions about how communities and schools can value, include, and nurture disabled persons. This second edition continues the emphasis of the first edition on the central questions that drive this critical field of inquiry and social action while broadening its scope to more fully address international educational issues. This text has been widely adopted in undergraduate and graduate courses in disability studies and inclusive education.

**Suitable for undergraduate and graduate courses in disability studies and inclusive education.**

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**Childrenhood**

Disrupting Gendered Pedagogies in the Early Childhood Classroom
By April Larremore
PB | US$ 40.95 e25.00 sFR38.00 e31.50 +33.70 e+34.70 | 978-1-4331-3302-2

Childrenhood Studies; 2
Young children’s access to knowledge about gender, relationships, and sexuality has critical implications for their health and well-being, not only in their early years but throughout their lives. This knowledge can build children’s competencies and resilience, contributing to new cultural norms of non-violence in gendered and sexual relationships. For many early childhood teachers, interacting with children about issues concerning gender and sexuality is fraught with feelings of uneasiness and anxiety. For others, familiarity with research on these topics has resulted in rethinking their approaches to sex, gender, and sexuality in their early childhood classrooms. The pedagogical project discussed in Disrupting Gendered Pedagogies in the Early Childhood Classroom examines the tensions associated with one teacher’s attempts to rethink gendered narratives and childhood sexuality in her own classroom. This project illustrates that it is possible for early childhood teachers to use feminist poststructuralism and queer theory to deepen their understandings and responses to children’s talk, actions, and play regarding sex, gender, and sexuality and to use these understandings to inform their professional practice.

**Suitable for courses in critical qualitative research methods, rethinking teaching methods, and sexual and gender identities and subjectivities.**

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**Philosophy and Theory of Open Education**

Edited by Markus Deimann & Michael A. Peters
PB | 978-1-4331-2857-8
HC | 978-1-4331-2858-5

Global Studies in Education; 32
Philosophy and Theory of Open Education provides an overview of the current debates on Open Education and introduces the reader to the overall discourse. The broad range of topics (including MOOCs and OER) 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 dealt with in its various imbrications to other open movements such as open access and discusses its relevance for education over the last 15 years. More than ten internationally-recognized scholars have been invited to provide in-depth insight into the emerging field of Open Education.

**Suitable for courses on higher education, global education, and Open Education.**

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**Enacting Change from Within**

Disability Studies Meets Teaching and Teacher
Edited by Meghan Cosier & Christine Ashby
PB | US$ 40.95 e25.00 sFR38.00 e31.50 +33.70 e+34.70 | 978-1-4331-2909-4
HC | US$ 159.95 e98.00 sFR148.00 e123.03 e+131.60 e+135.30 | 978-1-4331-2910-0

Inclusion and Teacher Education; 2
Disability studies in education (DSE) provides a useful and compelling framework for re-envisioning the possibility of education for all students. However, the philosophies of Disability Studies can be seen as contradictory to many mainstream values and practices in K-12 education. In an ever-shifting educational landscape, where students with disabilities continue to face marginalization and oppression, teachers and teacher educators are seeking ways to address these educational inequities. Specifically, they desire realistic and specific ways to work toward social justice, from within the confines of current education systems. Enacting Change from Within aims to provide a framework through which to analyze and address policy and practice in education, offering practical yet visionary ways to frame social justice work in schools that considers the day-to-day responsibilities of teachers. Thus, this book is intended to encourage an important dialogue on how to do the work of education from a Disability Studies approach while complying with the often incongruous and deeply entrenched policy and practice requirements in our schools. This text is ideal for current and future teachers seeking to create more just, equitable and inclusive schools.

**Suitable for advanced undergraduate courses and graduate courses including Introduction to Disability in Education; Introduction to Special Education; Graduate Seminar in Disability Studies; Graduate Seminar in Inclusive Education, and Introduction to Inclusive Education.**

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Edited by Scot Danforth & Susan L. Gabel
PB | 978-1-4331-2757-1

Disability Studies in Education; 20
Vital Questions Facing Disability Studies in Education, which has been edited by the leading scholars in the field, provides an overview and introduction to the growing field of disability studies in education, the application of the interdisciplinary field of disability studies to inclusive education, teacher education, educational research, and educational policy development. While traditional special education research has focused on developing interventions aiming to increase students’ functional capacities, disability studies scholars have asked provocative and probing questions about how communities and schools can value, include, and nurture disabled persons. This second edition continues the emphasis of the first edition on the central questions that drive this critical field of inquiry and social action while broadening its scope to more fully address international educational issues. This text has been widely adopted in undergraduate and graduate courses in disability studies and inclusive education.

**Suitable for undergraduate and graduate courses in disability studies and inclusive education.**

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Desk copies are available for any book in our catalog with a 60-day review period; see our order form for details.
practical application of principles, Berneheimer takes educators on a much-needed journey to becoming an early childhood educator in today’s world. The book should be read all pre-service teachers. It can also be adopted in a variety of early childhood and childhood studies classes.

- Suitable for pre-service educators & classes in early childhood & childhood studies.

YOUTH STUDIES

Re-engaging Disconnected Youth
Transformative Learning through Restorative and Social Justice Education – Revised Edition

By Amy Vatne Bintliff
PB | 978-1-4331-3070-0
HC | 978-1-4331-3071-7
Adolescent Cultures, School and Society; 63

As many young adults continue to disengage with learning each day, teachers and administrators struggle to find ways to re-engage secondary students with their schooling and communities. Re-engaging Disconnected Youth profiles a program that succeeds in doing so, one that can serve as a model for others. In a Midwestern alternative school, three teachers built a curriculum around hands-on learning, restorative justice, Talking Circles, and multicultural education, in the hopes that it would re-engage and inspire youth. Drawing on Adult

Transformative Learning Theory, the book is an in-depth, qualitative study of the ways the program transformed adult and youth perceptions of trust, connections, schooling and human rights. It breaks down stereotypes about youth labeled “at-risk” and provides evidence that it is never too late to become passionate about learning. This new revised edition includes updated research and a chapter exploring the impact of the program on middle school youth.

- Suitable for alternative education certification courses, introductory social justice, and experiential education courses.

CULTURAL STUDIES

Forgotten Places
Critical Studies in Rural Education
Edited by William M. Reynolds
PB | 978-1-4331-3070-0
HC | 978-1-4331-3071-7
Adolescent Cultures, School and Society; 63

Forgotten Places: Critical Studies in Rural Education critically investigates and informs the construction of the rural, rural identity and the understanding of the rural internationally. The volume promotes and expands the notion of critical understandings of rural education, particularly in the areas of race, class, gender, and LGBTQ, with conceptualizations of social justice. While there have been many volumes written on critical issues in urban education, only a small number have been produced on rural education and the majority of those are not critical. By contrast, Forgotten Places not only discusses “schools in the country,” but also expands conceptualizations of the rural beyond schools and place, beyond the borders of the United States. It also tackles the artificial duality between conceptualizations of urban and rural. The volume includes scholarly investigations into the connections among the symbolic order, various forms of cultural artifacts and multiple readings of these artifacts within the context of critical/ transformational pedagogy. The text fills a significant gap in the scholarly work on the ramifications of the rural.

- Suitable for graduate level courses in curriculum studies, sociology of education, and cultural studies, as well as upper level undergraduate courses in foundations of education & critical geography.

2284
World Society, Iaian Vernier’s Memoir
By Seymour W. Itzkoff
PB | US$ 24.95 £15.00 E18.60 €19.95 e=20.50 | 978-1-4331-3997-8

2284: World Society, Iaian Vernier’s Memoir is a fascinating study of mankind. Written as a work of fiction, it looks at the human condition 200 years in the future. Predicting the outcome of today’s social policies, 2284 is a cultural anthropology study that adds to Itzkoff’s extensive writing on the topic.

Iaian Vernier writes in 2284 of the revolution internationalism that has been established in Nairobi, Africa. He chronicles the disasters that almost destroyed the 21st century world. He describes in anecdote and philosophical depth the new scientific and secular world that has been established to bring peace, equality, ethnic diversity and democracy to humanity, while scrutinizing the plans for demographic stability that will sustain humanity into the future. In the 23rd century, the forbidden rationality of the scientific minds of the 21st century have been unleashed.

- Suitable for undergraduate & graduate courses in cultural anthropology.

Anti-Colonial Theory and Decolonial Praxis
Edited by George J. Sefa Dei & Meredith Lordan
PB | 978-1-4331-3387-9
HC | 978-1-4331-3388-6

Are we living in a post-colonial world? A colonial one? An anti-colonial one? Lifting the veil of 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 up on earlier works, this book will take 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 de-colonial projects of transforming schooling and education in a broadly defined way. Beyond explaining these ideas, the text 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, including Somalia, Canada, Palestine, Nigeria, Jamaica, Israel, and St. Vincent, along with provocative theoretical analyses, the text brings varied experiences of anti-colonial praxis to the reader in timely, culturally diverse, and engaging ways.

- Suitable for upper level undergraduate and graduate level courses in anthropology, diaspora studies, education, environmental studies, ethnic studies, gender studies, law, multiculturalism studies, politics, social work, and sociology.

Monstrosity, Performance, and Race in Contemporary Culture
By Bernadette Marie Calafell
PB | US$ 39.95 £23.00 €18.75 e19.75 | 978-1-4331-2738-0
HC | US$ 149.95 £92.00 €115.35 e126.90 | 978-1-4331-2737-3

In a society that increasingly touts post-racial and post-feminist discourses, the trope of monstrosity becomes a way to critically examine contemporary meanings around race, class, gender, sexuality, and ability. Focusing on ways in which historically marginalized groups appropriate monstrosity as a means of resistance, as well as how on we can understand oppression and privilege through monstrosity, this book offers another way to conceptualize the politics of representation. Through critical analyses of experiences of women of color in the
Desk copies are available for any book in our catalog with a 60-day review period; see our order form for details.
How do we connect with one another? What messages are often omitted from media? How do we connect what we see in the worldwide media to the classroom? This book, divided into four parts, serves to answer many of these questions. In Part 1, readers are provided with a historical look at media literacy education while glimpsing the future of this educational movement. Part 2 curates voices from around the globe, from practitioners to researchers, who provide a look at issues that are of consequence in our worldwide society. Part 3 focuses on education through cases studies that give educational perspectives and assessment opportunities. The final section, “Take Action,” offers the reader resources for growing global media literacy around the world. This timely resource provides a look at how media literacy education has become a global and interconnected dialogue brought about by the evolution of technology.

Suitable for courses undergraduate courses in global media & society, and media & global change, as well as graduate classes in new media literacies, global literacy in the 21st Century & globalization & the environment.

Global Media Literacy in a Digital Age
Teaching Beyond Borders
Edited by Belinha S. De Abreu & Melda N. Yildiz
PB | US$ 41.95 +£26.00 +€32.30 SFR39.00 +€34.60
+€35.50 | 310 pp | 978-1-4331-2844-8
HC | US$ 169.95 +£105.00 SFR157.00 +€130.73
+£139.90 +€143.20 | 978-1-4331-2845-5

Minding the Media: Critical Issues for Learning and Teaching, 16
How do we connect with one another? How do the media portray different cultures and beliefs? What messages are often omitted from media? This book provides a historical look at media literacy education while glimpsing the future of this educational movement. Part 1, readers are provided with a historical look at media literacy education while glimpsing the future of this educational movement. Part 2 curates voices from around the globe, from practitioners to researchers, who provide a look at issues that are of consequence in our worldwide society. Part 3 focuses on education through cases studies that give educational perspectives and assessment opportunities. The final section, “Take Action,” offers the reader resources for growing global media literacy around the world. This timely resource provides a look at how media literacy education has become a global and interconnected dialogue brought about by the evolution of technology.

Suitable for courses undergraduate courses in global media & society, and media & global change, as well as graduate classes in new media literacies, global literacy in the 21st Century & globalization & the environment.

New Literacies and Teacher Learning
Professional Development and the Digital Turn
Edited by Michele Knobel & Judy Kalman
PB | US$ 40.95 +£25.00 +SFR38.00 +€31.50
+€34.70 | 978-1-4331-2911-7
HC | US$ 159.95 +£98.00 SFR148.00 +€122.03
+€131.60 | 978-1-4331-2912-4

New Literacies and Teacher Learning examines the complexities of teacher professional development today in relation to new literacies and digital technologies, set within the wider context of strong demands for teachers to be innovative and to improve students’ learning outcomes. Contributors hail from Argentina, Australia, Canada, Finland, Mexico, Norway, and the U.S., and work in a broad range of situations, grade levels, activities, scales, and even national contexts. Projects include early years education through to adult literacy education and university contexts, describing a range of approaches to taking up new literacies and digital technologies within diverse learning practices. While the authors present detailed descriptions of using various digital resources like movie editing software, wikis, video conferencing, Twitter, and YouTube, they all agree that digital “stuff”—while important—is not the central concern. Instead, what they foreground in their discussions are theory-informed pedagogical orientations, collaborative learning theories, the complexities of teachers’ workplaces, and young people’s interests. Thus, a key premise in this collection is that teaching and learning are about deep engagement, representing meanings in a range of ways. These include acknowledging relationships and knowledge; thinking critically about events, phenomena, and processes; and participating in valued social and cultural activities. The book shows how this kind of learning doesn’t simply occur in a one-off session, but takes time, commitment, and multiple opportunities to interact with others, to explore, play, make mistakes, and get it right.

Suitable for courses in popular culture & education, adolescent education, and digital literacies.
Researching New Literacies
Design, Theory, and Data in Sociocultural Investigation
Edited by Michele Knobel & Colin Lankshear
PB | 978-1-4331-3145-5
HC | 978-1-4331-3146-2

New Literacies and Digital Epistemologies; 76

Researching New Literacies is based on the idea that one of the best ways to learn how to do good research is by emulating the kind of work done by excellent researchers. It brings together a group of internationally reputed qualitative researchers who have, in varying ways, investigated new literacies from a sociocultural perspective. Each author (or author team) provides a chapter based on a substantial and successful study they have undertaken. The book offers "under the hood" accounts of how these researchers have adapted existing research approaches (and, where appropriate, developed new ones) to frame their research theoretically and conceptually; collect and analyze their data; and discuss their analytic results, in order to achieve their research purposes. Each chapter addresses the research process from one or other of three emphases: theory and design; data collection; and data analysis and interpretation. Core elements discussed in each chapter include research purposes and research questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; limitations, glitches, and difficulties experienced in the research process.

Suitable for masters or doctoral level research or general course on new literacies and digital technologies.

Learning to Teach in the Digital Age
New Materiality and Maker Paradigms in Schools
By Sean Justice
PB | 978-1-4331-3318-3
HC | 978-1-4331-3319-0

New Literacies and Digital Epistemologies; 78

Learning to Teach in the Digital Age tells the story of a group of K-12 teachers as they begin 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, as well as whether teaching was changing as a result. 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. Twenty-two teachers and administrators from across grade levels and academic domains—from 2nd grade to high school, and from art and history to the sciences—participated in in-depth interviews and to a multitude of casual conversations in lunchrooms, hallways and stairwells, in addition to opening up their classrooms to ad hoc observations. In conducting the study, Justice interwove a sociosomatic 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, and that the teaching practices that most robustly engaged the ethos of 21st century learning enacted a kind of knowing 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 making and learning on teaching practice.

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

Talking Back to Globalization
Texts and Practices
Edited by Brian Michael Goss, Mary Rachel Gould & Joan Pedro-Carana
PB | US$ 42.95 | £26.00 | €33.03 + €35.30 (e-copy) + €33.03 (e-book) | 978-1-4331-2965-0
HC | US$ 149.95 | £92.00 | €115.35 + €123.40 (e-copy) + €126.90 (e-book) | 978-1-4331-2966-7

Intersections in Communications and Culture: Global Approaches and Transdisciplinary Perspectives; 33

Globalization is one of the most widely circulated, high-stakes buzzwords of the past generation; yet, discussion of the topic is often encased in paradox and contention over what globalization is, to whom and where it may (or may not) apply, and to what effect. In Talking Back to Globalization: Texts and Practices, contributors provide a series of case studies that stress the interplay between culture, politics and commerce. Interviews with Natalie Fenton and Radha S. Hegde open the collection and survey globalization and its interpenetration with the spheres of journalism, activism, social media, and identity. The overview furnished in the interviews is followed by the volume’s two more extended sections on “Texts” and “Practices.”

Chapters in the “Texts” section seek clues about globalization through its insinuation into mediated forms. The diverse selection of cases cover television films and online travel web pages, blues music and the political valences of Portuguese neo-fado.

Chapters in the “Practices” section address more diffused cases than media texts. Their analyses largely orient to institutional concomitants of globalization that precede the subject’s experience of it. Chapters cover the trajectory of the European university, campaigns to shape journalistic practice during the Cold War, the posture of intellectuals vis-à-vis globalization, and the ideology that animates the Facebook experience.

Suitable for courses in global media & culture, intercultural communication, and communication education & new media.

Privileged Mobilities
Professional Migration, Geo-Social Media, and a New Global Middle Class
By Erika Polson
PB | US$ 40.95 | £25.00 | €31.50 + €33.70 (e-copy) + €34.70 (e-book) | 264 pp | 978-1-4331-2642-0
HC | US$ 159.95 | £98.00 | €126.90 + €131.60 (e-copy) + €135.30 (e-book) | 978-1-4331-2643-7

Communication Theory and Millennial Popular Culture
Essays and Applications
Edited by Kathleen Glenister Roberts
PB | US$ 40.95 | £25.00 | €31.50 + €33.70 (e-copy) + €34.70 (e-book) | 264 pp | 978-1-4331-2642-0
HC | US$ 159.95 | £98.00 | €126.90 + €131.60 (e-copy) + €135.30 (e-book) | 978-1-4331-2643-7

Theories help to troubleshoot gaps in our understanding, and to make sense of a world that is constantly changing. What this book tries to do, in part, is blur the lines between the differences between today’s college students—the millennial generation—and their professors, many of whom hail from the Boom Generation and Generation X.

In the following chapters, contributors build upon what both parties already know. Writing in a highly accessible yet compelling style, contributors explain communication theories by applying them to "artifacts" of popular culture. These "artifacts" include Lady Gaga, Pixar films,
Advances in Intergroup Communication

Edited by Howard Giles & Anne Maass

PB | US$46.95 £29.00 SFR44.00 €38.11
   *€38.60 **€39.70 | 978-1-4331-3030-4

HC | US$ 169.95 £ 105.00 SFR 157.00 €130.73
   *€ 139.90 **€ 143.80 | 978-1-4331-3031-1

Language as Social Action; 21

Advances in Intergroup Communication is a timely contribution to the field. It reflects developments in older, more established intergroup settings (e.g., gender, sexual orientation, organizations) whilst introducing newer studies such as the military and political parties. It also pays attention to emerging trends in new media and social networks and considers the developing field of neuroscience of communication.

The volume brings together authors from different geographical areas (North America, Europe, Australia) and from different disciplines (particularly communication, linguistics, and psychology). Contributions are organized around five large themes, corresponding to the five sections of the book: defining features and constraints; tools of intergroup communication; social groups in their context; intergroup communication in organizations; and future directions.

* Suitable for courses on intergroup communication and language and social psychology

Table of Contents

One: Advances in and Prospects for Intergroup Communication: Prologue | Howard Giles and Anne Maass

Part One: Intergroup Communication’s Defining Features and Constraints

Two: Shared Identity and the Intergroup Dynamics of Communication | Katherine Greenaway, Kim Peters, S. Alexander Haslam and William Bingley

Three: De-Dichotomizing Intergroup and Interpersonal Dynamics: Perspectives on Communication, Identity and Relationships | Katlyn Gangi and Jordan Solis

Four: Language Attitudes as Intergroup Terrain | Marko Dragojevic

Five: News Media and Intergroup Contexts | Craig O. Stewart

Six: Political Correctness | Becky Robinson and Scott A. Reid

Part Two: Tools of Intergroup Communication

Seven: Intergroup Metaphors | Nick Haslam, Elize Holland and Michelle Stratemeyer

Eight: Binomial Word Order and Social Status | Peter Hegarty, Sandra Mollin and Rob Foaels

Nine: Nonverbal Behavior and Intergroup Communication | Luigi Castelli and Giovanni Galfano

Ten: Social Media and Intergroup Communication: Collapsing and Expanding Group Contexts | Caleb F. Carr, Eric J. Vanney and J. Ryan Blase

Part Three: Social Groups and their Context

Eleven: Gender and Linguistic Sexism | Ute Gabriel and Pascal Gigax

Twelve: Communication and the “Invisible” - Disclosing and Inferring Sexual Orientation through Visual and Vocal Cues | Fabio Fasoli, Anne Maass and Simona Sapponeri

Thirteen: An Intergroup Approach to Political Communication | Charlotte Noue

Part Four: Intergroup Communication in Organizations

Fourteen: Organizational Socialization and Intergroup Dynamics | Dajung Woo and Karen Myers

Fifteen: Intergroup Communication and Leadership in Healthcare | Lori Leach, Bernadette Watson, David G. Hewett, Gavin Schwartz and Cindy Gallas

Sixteen: Intergroup Communication Perspectives on Military Families and the Military-Civilian Divide | Steve R. Wilson and Skye M. Chemikly

Part Five: Future Directions

Seventeen: Towards a Social Neuroscience of Intergroup Communication | Richard Clément, Catherine Belicjav and Sîntuhoja Sampsomus

Eighteen: Conceptualizing the Diversity of Intergroup Settings: The Web Model | Martin Phaolo, Howard Giles and Jule Harwood

Nineteen: Social Networks and Intergroup Communication | Cynthia Stohl, Howard Giles and Anne Maass

The Hunger Games, hip hop, Breaking Bad, and zombies, among others.

Using this book, students will become familiar with key theories in communication while developing creative and critical thinking. By experiencing familiar popular culture artifacts through the lens of critical and interpretive theories, a new generation of communication professionals and scholars will hone their skills of observation and interpretation—pointing not just toward better communication production, but better social understanding.

Professors will especially enjoy the opportunities for discussion this book provides, both through the essays and the “dialogue boxes” where college students provide responses to authors’ ideas.

* Suitable for upper level undergraduate communication theory and critical cultural theory courses.

Communication Across the Life Span

Edited by Jon F. Nussbaum

PB | US$ 38.95 &pound;24.00 SFr36.00 e29.90 €31.95
   *€ 33.20 | 188 pp | 978-1-4331-3180-6

HC | US$ 149.95 &pound;92.00 SFr139.00 €115.90
   *€ 123.40 | 188 pp | 978-1-4331-3181-3

As we grow up and grow old, embrace new experiences, try new roles, and adopt new technologies, our senses of time, space, connection, and identity are fundamentally explored through communication. Why, how, with whom, and to what end humans communicate reflect and shape our ever-changing life span position. And while the “life span” can be conceived as a continuum, it is also one hinged by critical junctures and bound by cultural differences that can be better understood through communication.

The chapters in this collection, chosen from among the invited plenary speakers, top research papers, and ideas discussed in San Juan, explore the multiple ways communication affects, reflects, and directs our life transition. Capturing the richness and diversity of scholarship presented at the conference, chapters explore communication technologies that define a generation: communication and successful aging; stereotyping and family communication; sexual communication and physiological measurement; life span communication and the digital divide; and home-based care contexts across the world, among others.

* Suitable for advanced undergraduate and graduate courses in life span communication, communication and aging, intergenerational communication, and media and society.
Suitable for advanced undergraduate or graduate courses in family communication, dark side of family communication, family processes, family dynamics, family conflict, and family stress and coping.

Table of Contents

Series Editor Preface | Thomas J. Socha

Shining Light on the Darkness: A Prologue | Loreen N. Olson & Mark A. Fine

Part One: Individual Traits, Characteristics, and Behaviors

One: Mental Health Problems in Family Contexts | Chris Segrin & Analisa Arroyo

Two: The Impact of Maternal and Paternal Communication Dominance on Offspring’s Negative Self-Talk, Depression, and Suicidality | Michelle Miller-Day, Sam M. Barroso, & L. Edward Day

Three: Parental and Sibling Behaviors that Encourage Daughters’ Continued Eating Disorders: An Inconsistent Nurturing as Control Perspective | Ashley P. Duggan & Brielle Kilmartin


Five: Dark Climates and Media Use in the Family: The Associations among Child Temperament, Maternal Mental Well-Being, and the Frequency of Mothers’ Use of Television Viewing to Soothe Their Children | Ine Beyers & Steven Eggermont

Part Two: Family Interactions and Processes

Six: Marital Hostility and Parent-Youth Hostility During Early Adolescence | Cheryl Buettel, Bridget B. Wymouth, & Nan Zhou

Seven: Hurt Feelings in Family Relationships: Social Pain and Social Interaction | Anita L. Vangelisti

Eight: Problematic Intergenerational Communication and Caregiving in the Family: Elder Abuse and Neglect | Mei-Chen Lin, Howard Giles, & Jordan Soliz

Nine: Is Love Blind to Abuse? Factors Affecting Victims’ Preferences for Love-Communication from Abusive Romantic Partners | Jessica J. Eckstein

Part Three: Social, Cultural, and Historical Structures and Processes

Ten: “You say you love me, but you don’t support me”: Coming-Out Communication within Religious Family Contexts | Chana Etengoff

Eleven: Violence as Gendered Communication in Families | Kristin L. Anderson

Twelve: The Effects of Economic Pressure on Couple Communication, Parenting, and Child Cognitive Development | Tricia K. Nespl, Jennifer M. Senia, & M. Brent Donnellan

Part Four: Methodological Considerations

Thirteen: Complicating the Dark Side of Family Communication Through Postpositivist, Interpretivist, and Critical Perspectives | Shorde Davis & Tamara D. Afi


Illuminating Darkness: An Epilogue | Thomas J. Socha

Research on the dark side of communication has typically been studied from a single standpoint confined to a specific context. As an interdisciplinary project, this volume transcends the traditional unilateral perspective and focuses on a wide range of communication topics across a variety of contexts. From interpersonal communication, organizational communication, computer-mediated communication, and health communication, the volume presents a collection of essays that merge theory with practical application.

Chapter contributors write candidly and unapologetically about how they and various populations under investigation mitigate a wealth of dark side behaviors spanning sexualization, cyberstalking, bereavement, and various illnesses.

The different perspectives offer a lens through which students and academics can enhance their understanding of how dark side behaviors are experienced and communicated. They enlighten our understanding of the dark side of human communication, initiate thought-provoking conversations, and inspire future studies that advance the limitless inquisitions of contextual dark side research.

Suitable for advanced undergraduate or graduate courses in family communication, dark side of family communication, family processes, family dynamics, family conflict, and family stress and coping.
Immigrant Workers and Meanings of Work
Communicating Life and Career Transitions
Edited by Suchitra Shenoy-Packer & Elena Gabor
PB | US$ 42.95 × 26.00 | £120.00 × 34.00 | €149.00 × 39.10 |
HC | US$ 139.95 × 26.00 | £139.00 × 56.00 | €165.00 × 60.00 |

A Survey of Scientific Communication Theory
By Charles Pavitt
PB | US$ 46.95 × 29.00 | £115.00 × 35.60 |
HC | US$ 149.95 × 92.00 | £115.35 × 34.60 |

This book provides a detailed survey of present-day scientific communication theory. It rejects the outdated "levels" organizational scheme in favor of a system based on the underlying model and fundamental explanatory principle each theory presupposes. In doing so it shows the fundamental similarities among all communication-relevant contexts. Most theories included in the book are causal in nature, derived from one of three underlying models: message production, message reception, or interactive. A few theories take on a functional form, sometimes in dialectic or systemic versions. The book also includes an introductory chapter describing what is meant by scientific explanation, how that concept is instantiated in scientific communication theory, and delineating the three causal models prevalent in these theories.

Suitable for graduate and advanced undergraduate courses in communication theory, as well as being a useful resource for scholars.

Where Ideas Go to Die
Anti-Intellectualism in American Journalism
By Michael McDevitt
PB | 978-1-4331-2348-1
HC | 978-1-4331-2349-8

Where Ideas Go to Die explores anti-intellectualism as a form of social control in the practice, professional ideology, and epistemology of US journalism. The author documents how anti-intellectualism is encoded in routine news content and channeled in more spectacular cases of media ritual. The book illuminates the dark matter of American journalism, a subsistent anti-rationalism that structures observable content. Chapters draw evidence from case studies that deploy content analysis, textual analysis, interviews of reporters and editors, and interviews of "dangerous" professors—such as Ward Churchill—caught up in media frenzies. The author hopes to stimulate awareness in professional practice and in journalism education—but also in the larger public of media consumers. The final chapter proposes a rationale for reform.

International News Flow Online
Global Views with Local Perspectives
By Elad Segev
PB | US$ 40.95 × 25.00 | £115.60 × 34.70 |
HC | US$ 139.95 × 92.00 | £115.35 × 34.60 |

Why are some countries more newsworthy than others? What are the similarities and differences in the scope of international news presented in different languages and cultures? How does international news affect our perception of the world? In this book, Elad Segev explores international news flow on the internet by addressing these key questions.

He provides a comparative analysis of the international scope of online newspapers, news portals, and news aggregators in different languages and cultures, using innovative web mining techniques and network analysis. The book explores the theory of news flow around the world, and analyses many of its dimensions such as the global standing of the United States, the Middle Eastern conflicts as seen around the world, and the effect of financial news. In doing so, the
The Funniest Pages
International Perspectives on Humor in Journalism

Edited by David Swick & Richard Lance Keeble

Suitable for graduate courses on media, communication and journalism such as communication theory and international news.

Suitable for undergraduate, graduate and PhD level courses in journalism.

The Future of 24-Hour News
New Directions, New Challenges

Edited by Stephen Cushion & Richard Sambrook

Suitable for graduate or undergraduate courses in broadcast journalism, global reporting, and political communication.

Digital Literacy
A Primer on Media, Identity, and the Evolution of Technology

By Susan Wiesinger & Ralph Beliveau

Suitable for courses in media studies, women’s studies, and sociology.

book unveils new patterns, meanings and implications of international news on our perception of the world.

Following these insights, the author discusses the opportunities and challenges of studying international news flow online in the future, and how this field of research can be further developed theoretically and empirically.

The Funniest Pages is divided into four sections: ‘Seriously Funny, From Past to Present,’ ‘Unsolemn Columnists,’ ‘This Sporting Life’ and a final section, ‘Have Mouse, Will Laugh,’ which looks at humor in online journalism. Chapters include: Joseph Addison, Richard Steele and the Birth of Social and Political Satire; Allen Ginsberg, Mad Magazine, and the Culture Wars of the 1950s; and John Clarke and the Power of Satire in Journalism.

Dangerous Discourses
Feminism, Gun Violence, & Civic Life

Edited by Catherine R. Squires

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 ideas 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 bullet 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 Mediated Youth Reader
Edited by Sharon R. Mazzarella

PB | US$ 49.95 £31.00 | 280 pp | 978-1-4331-3288-9
HC | US$ 159.95 £98.00 | 978-1-4331-3289-6

Mediated Youth; 27

Since the first book was signed almost ten years ago, the Mediated Youth series has published nearly two dozen volumes, with more in process or production. This milestone provides the perfect opportunity to reflect on how the series has evolved, how it has contributed to the field, and in which direction(s) it is moving.

The chapters reprinted in this volume have been selected to showcase the variety and diversity of topics published in the series. Grounded in cultural studies, they approach mediated youth through the lenses of race, ethnicity, gender, sexuality, religion, nationality, and technology. As a whole, they paint a multi-faceted, complex, and nuanced picture of the relationship between youth and media today, and demonstrate that there is no one, singular “youth.” They remind us of the rich diversity of life experiences and media involvements of youth from a range of backgrounds, cultures, and countries.

These chapters serve not only as a retrospective collection of scholarship published in Peter Lang’s Mediated Youth book series, but also as a roadmap to the diversity of scholarship characterizing the field of youth media studies during these years.

Suitable for graduate or advanced undergraduate courses in youth studies, youth media and girls’ studies.

Table of Contents

Introduction: I Remember the Risotto - Sharon R. Mazzarella

Part I: Identities and Girlhoods

Part II: Global Youth

Part III: “Digital Natives”

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)
suitable for courses in digital information literacy, media literacy, media and technology.

Now in Paperback!

Mad Men and Working Women

Feminist Perspectives on Historical Power, Resistance, and Otherness

By Erika Engstrom, Tracy Lucht, Jane Marcellus & Kimberly Wilmot Voss

Understanding Media New Edition

Extending Marshall McLuhan—Second Edition

By Robert K. Logan

PB | US$ 48.95 e€45.00 e£37.30 e€39.95 e41.00 978-1-4331-3147-9

Understanding Media Ecology; 2

Marshall McLuhan made many predictions in his seminal 1964 publication, Understanding Media: Extensions of Man. Among them were his predictions that the Internet would become a “Global Village,” making us more interconnected than television; the closing of the gap between consumers and producers; the elimination of space and time as barriers to communication; and the melting of national borders. He is also famously remembered for coining the expression “the medium is the message.” These predictions form the genesis of this updated volume by Robert Logan, a friend and colleague who worked with McLuhan. In this second edition of Understanding New Media Logan expertly updates McLuhan’s Understanding Media to analyze the “new media.” McLuhan foresawed and yet was never able to analyze or experience. The book is designed to reach a new generation of readers as well as appealing to scholars and students who are familiar with Understanding Media.

Dr. Logan plans to update the book every year in January on the following Web sites:

- http://utoronto.academia.edu/RobertKLogan

He encourages dialogue with his readers and will respond to any email with comments or questions:

logan@physics.utoronto.ca

PB | US$ 48.95 e€45.00 e£37.30 e€39.95 e41.00 978-1-4331-3139-6

Understanding Media Ecology; 3

Originally written in the late 1970s, this book was untouched for more than 35 years. McLuhan passed away before it went to press, but Logan always intended to finish it. Even though much has changed in the three decades since work on the project was halted, many of the points that McLuhan and Logan made in the era of ‘electric media’ are highly cogent in the era of ‘digital media.’

Looking at the future of the library from the perspective of McLuhan’s original vision, Logan has carefully updated the text to address the impact of the Internet and other digital technologies on the library. McLuhan prophetically foreshadowed the transformative effect that computing would have on “mass library organization,” saying it would become obsolescent. It is perhaps no coincidence that a key theme of the book is that libraries must strive to create context for today’s hyper information overload. The authors believe this task can be achieved by putting together a compact library of books providing an overview of human culture and scholarship.

This is book is based on the original text that McLuhan and Logan wrote. Logan’s updates are integrated in the main text and clearly identified by markers. This preserves the flow of the origi-
suitable for introductory courses and technology courses in Library Science programs world-wide as well as for all library collections.

**Media Business Models**

Breaking the Traditional Value Chain

Edited by Joan Cuenca & Klaus Zilles

PB | US$ 42.95 €26.00 sfr34.00 c33.03 €35.30 c+36.30 978-1-4331-3178-3

HC | US$ 149.95 €92.00 sfr139.00 t115.35 €123.40 c+126.90 978-1-4331-3179-0

The business models of traditional media are experiencing a profound crisis. One of the core issues of this crisis is the increasing breakdown of the value chain model—a model based on the numbers of readers, viewers, and users which the mass media can "sell" in exchange for advertising revenue.

These formerly stable models of the media value chain are in perpetual flux, requiring adaptation to the rapid changes in technology and the volatility of user preferences. Can media companies cope with these new circumstances and at the same time fulfill their traditional roles?

This volume addresses this question, and others, to explore scenarios, phenomena, and developments which point to new configurations arising from new media business models, innovative ways in which media practitioners engage their audiences, intercontinental media phenomena, user-generated content, and the general disconnect between print and online media paradigms.

Contributors point to a way out of the general bewilderment, providing answers to frequently asked questions, and ideas for new guidelines and solutions.

**Suitable for undergraduate and graduate level students on Communication and Information theories and upper level classes on Media Analysis, Political Communication, Media and Popular Culture, Media and New Technology, such as Analysis of Media and Introduction to Digital Studies.**

**Suitable for undergraduate and graduate courses in internet studies, library and information studies, communication, sociology and psychology. It is also ideal for researchers with varying expertise and will help to advance theoretical and methodological approaches to internet research.**

**Digital Proxemics**

How Technology Shapes the Ways We Move

By John A. McArthur

PB | US$ 40.95 €25.00 sfr38.00 c31.50 €33.70 c+34.70 978-1-4331-3186-8

HC | US$159.95 €98.00 SFR148.00 £123.03 €131.60 c£135.30 978-1-4331-3187-5

Digital Formations; 110

The study of proxemics—the human use of space— is reimagined for the digital age in this book, a compelling examination of the future of the ways we move. Whereas much writing on the subject focuses on what digital technology might do for us, this book explores what the same technology might do to us. Combining dynamic stories, cutting-edge research, and deep reflection on the role of space in our lives, Digital Proxemics examines the ways that our uses of physical and digital spaces and our uses of technology are converging. It investigates the role of digital communication in proxemics, offering explorations of the ways digital technology shapes our personal bodily movement, our interpersonal negotiation of social space, and our navigation of public spaces and places. Through the lens of information and user-experience design, it adds forbidden spaces, ubicomp, augmented reality, digital surveillance, and virtual reality to the growing lexicon surrounding proxemics. The result is a spatial turn in the study of digital technology and a digital turn in the study of proxemics.

As our culture changes, our ability to make choices about how to move will be called into question, as will our expectations for what roles technology will play in our lives. As we navigate this intersection Digital Proxemics is at once a valuable lens through which we can view our shifting culture, a cautionary tale through which we might envision problematic outcomes, and an optimistic projection of possibility for the future of human communication and technology interaction.

**Suitable for courses in human communication, proxemics and digital technology.**

**News for a Mobile-First Consumer**

By Paula M. Poindexter

PB | 978-1-4331-2840-0

HC | 978-1-4331-2841-7

The rapid adoption of mobile devices has created a new type of consumer that has chosen smartphones and tablets over laptop and desktop computers, TV and radio, print newspapers, magazines, books, and landline phones. This new mobile consumer has not just forced
Social Media in the Classroom

Edited by Hana S. Noor Al-Deen

PB | US$ 40.95 £25.00 SFR38.00 €31.50 +33.70 e+34.70 | 978-1-4331-2420-4
HC | US$ 149.95 £92.00 SFR139.00 €115.35 +123.40 e+126.90 | 978-1-4331-2905-6

This book provides a comprehensive resource for teaching social media in advertising, public relations, and journalism at the upper-level undergraduate and graduate level.

With 12 chapters by contributors from the U.S., U.K., and Australia, the volume provides original scholarly work which encompasses a wide range of methodologies, theories, and sample assignments for implementing social media.

It is an excellent resource for preparing students to translate their personal knowledge of social media into professional skills for success in the job market.

Suitable for upper-level undergraduate and graduate courses in advertising, public relations, and journalism such as New Media in Marketing, Social Media Strategy, Public Voice Through Social Media.

Table of Contents

Foreword - Stanley J. Baran

PART I: APPLYING SOCIAL MEDIA IN TEACHING ADVERTISING
1  Digitally Driving Student Engagement to Improve Pedagogical Outcomes | Gwyneth Howell and Rohan Miller
2  Connectivism and the Classroom: Translating Theory into Teaching | Regina Lewis and Brandi Watkins
3  Being Your Own Chief Marketing Officer: Student Perceptions of Personal Branding | Holly Kathleen Hall and Mary Jackson Pitts
4  Social Media and Applied Learning | Hana S. Noor Al-Deen

PART II: APPLYING SOCIAL MEDIA IN TEACHING PUBLIC RELATIONS
5  Taming the Social Media Data Deluge: Using Social Media Research Methods in the Public Relations Classroom | Kathleen Stansberry
6  Drop and Give Me 2D (Social Media Platforms): Using Boot Camp to Teach Social Media Strategy | Melissa L. Janoske, Rowena L. Briones, and Julio Daisy Frazatino
7  The Art of Tweeting: Incorporating Primary Social Media Research into a Public Relations Writing Course | Beth L. Sundstrum and Abbey Blake Lovenhus
8  New Technologies for Social Media and Public Relations Education | Melissa D. Dodd and Thibault Adda

PART III: APPLYING SOCIAL MEDIA IN TEACHING JOURNALISM
9  Challenging the Newsroom Paradigm: Four Nations’ Journalism Students Interrogate Critical Global Issues through Social Media | David Baines and Melissa Wall
10  Storytelling 2.0: Using Social Media Tools to Craft Multimedia Stories | Leigh Landini Wright
11  Using Network Analytic Tools to Teach Social Media Impact on Citizen Journalism | K. Hazel Kwon
12  Going on a News Consumption Diet: Engaging Students in Meaningful Current Events Discussions through Social Media | Melony Shemberger
Index

Table of Contents

List of Illustrations, Preface, Acknowledgements
1. The Smart Mobile Landscape
2. News in the Mobile Age
3. Social Media’s Role on the Mobile Stage
4. News Consumers’ Preferences in a Mobile Environment
5. Millennials in a Mobile News and Social Media World
6. Race, Ethnicity, and Mobile
7. Women and Men: Divided and Connected in the Mobile Space
8. Political Identity, Political News, and
nism and gay rights, freedom of speech and media, and democracy itself.

- Suitable as a supplementary text for courses in Political Communication, Journalism and Conflict, Public Relations, and Digital Media.

Part I: Trends and theories
Chapter 1. The new chaotics
Chapter 2. Fifty shades of freedom: The democratic century
Chapter 3. The globalized public sphere and the non-linear dynamics of cultural chaos

Part II: Consequences and cases
Chapter 4. The communication crisis of democratic governance
Chapter 5. Communication and the crisis of authoritarian control
Chapter 6. Non-State actors, communication and politics
Chapter 7. Beyond chaos?

Reporting Human Rights
By Susana Sampaio-Dias
HC | 978-1-4331-2960-5
Global Crises and the Media; 20

Reporting Human Rights provides a systematic examination of human rights news and reporting practices from inside the world of television news production. Taking an interdisciplinary perspective, the book discusses the potential of journalism in contributing to human rights protection, awareness and debate, in ignoring, silencing or misrepresenting human rights issues around the world or, in extreme situations, in inciting hatred, genocide and crimes against humanity. It provides insight into how journalists translate human rights issues, revealing different reporting patterns and levels of detail in reporting, and suggesting different levels of engagement to human rights problems.

The book explains the most important factors that encourage or limit the coverage of human rights news. Grounded in a close-up examination of the news production processes and key moments where possible human rights stories are contemplated, decided or eventually ignored, the book opens up new insights into the complexities and constraints of human rights reporting today.

- Suitable for advanced undergraduate and graduate courses in journalism, media and communication modules - global journalism, peace journalism, international human rights, and specialized writing and reporting

Entertainment Public Relations
Communicating with Audiences
By Carol Ames
PB | US$ 46.95 €29.00 SFr44.00 €36.11
+38.60 (+*39.70 | 978-1-4331-3054-0
Every show needs an audience. Where are they? How do we find them? How do we reach them? How do we motivate them to buy tickets?

This informative book provides an essential look at the public relations strategies, tactics, and tools that have put Hollywood entertainment at the center of global popular culture. It uniquely focuses on the public relations cycle in each segment of the entertainment industry. The PR cycle is a pattern recognized by seasoned insiders. PR cycles connect strategy to benchmarks in product development, production, and distribution, as well as to seasons and industry events.

Chapters focus on the basics and challenges of successful public relations for: blockbuster motion pictures; independent films; network, syndicated, and streaming television; personal publicity and celebrity representation; award shows; music; video games; sports; and tourism. It includes charity tie-ins, public service campaigns, and corporate public relations, as well as using digital and social media for two-way conversations with audiences.

- Suitable for undergraduate and graduate courses in public relations, entertainment PR, entertainment marketing, and business entertainment

Handbook for the Crisis Communication Center
By Bolanle A. Olaniran & Juliann Scholl
PB | US$ 46.95 €29.00 SFr44.00 €36.11
+38.60 (+*39.70 | 978-1-4331-2433-4
HC | US$ 149.95 €92.00 SFr139.00 €115.35
+123.40 (+*126.90 | 978-1-4331-2434-1
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 book is a valuable resource for those who already know the basic strategies, tactics, and tools of PR and for those who want to learn them in the context of the rapidly changing field of entertainment and tourism marketing.

- Suitable for advanced undergraduate and graduate courses in public relations, entertainment PR, entertainment marketing, and business entertainment

Directions for future research such as the comparison of specific crisis prevention strategies across similar local communities, and developing new and innovative ways to collect and warehouse large amounts of crisis data, is provided.
## Author Index

<table>
<thead>
<tr>
<th>Author Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adeniji-Neill, Dolapo</td>
<td>2</td>
</tr>
<tr>
<td>Ahlquist, Roberta</td>
<td>16</td>
</tr>
<tr>
<td>Alvermann, Donna E.</td>
<td>20</td>
</tr>
<tr>
<td>Ames, Carol</td>
<td>30</td>
</tr>
<tr>
<td>Andrews, B.W.</td>
<td>19</td>
</tr>
<tr>
<td>Ashlock, Mary Z.</td>
<td>24</td>
</tr>
<tr>
<td>Atay, Ahmet</td>
<td>24</td>
</tr>
<tr>
<td>Ayers, William</td>
<td>11</td>
</tr>
<tr>
<td>Bass, Lisa</td>
<td>2</td>
</tr>
<tr>
<td>Beliveau, Ralph</td>
<td>25</td>
</tr>
<tr>
<td>Bernheimer, Susan</td>
<td>17</td>
</tr>
<tr>
<td>Bintliff, Amy Vatne</td>
<td>18</td>
</tr>
<tr>
<td>Blair, Eleanor J.</td>
<td>6</td>
</tr>
<tr>
<td>Blake, Brett Elizabeth</td>
<td>19</td>
</tr>
<tr>
<td>Blake, Robert W.</td>
<td>19</td>
</tr>
<tr>
<td>Bloomfield, David C.</td>
<td>15</td>
</tr>
<tr>
<td>Bower, Joe</td>
<td>16</td>
</tr>
<tr>
<td>Buitenhuys, Eelco B.</td>
<td>11</td>
</tr>
<tr>
<td>Calafell, Bernadette Marie</td>
<td>18</td>
</tr>
<tr>
<td>Cameron, Erin</td>
<td>10</td>
</tr>
<tr>
<td>Chávez, Alicia Fedelina</td>
<td>4</td>
</tr>
<tr>
<td>Colley, Kabba E.</td>
<td>13</td>
</tr>
<tr>
<td>Cosier, Meghan</td>
<td>17</td>
</tr>
<tr>
<td>Coughlan, Ryan W.</td>
<td>7</td>
</tr>
<tr>
<td>Crosby, Dorian Brown</td>
<td>2</td>
</tr>
<tr>
<td>Cuenca, Joan</td>
<td>28</td>
</tr>
<tr>
<td>Cushion, Stephen</td>
<td>25</td>
</tr>
<tr>
<td>Danforth, Scot</td>
<td>17</td>
</tr>
<tr>
<td>De Abreu, Belinha S.</td>
<td>20</td>
</tr>
<tr>
<td>Dei, George J. Sefa</td>
<td>18</td>
</tr>
<tr>
<td>Deimann, Markus</td>
<td>17</td>
</tr>
<tr>
<td>DeVitis, Joseph L.</td>
<td>4, 8</td>
</tr>
<tr>
<td>DiAngelo, Robin</td>
<td>4</td>
</tr>
<tr>
<td>Engstrom, Erika</td>
<td>27</td>
</tr>
<tr>
<td>Fine, Mark A.</td>
<td>23</td>
</tr>
<tr>
<td>Gabel, Susan L.</td>
<td>17</td>
</tr>
<tr>
<td>Gabor, Elena</td>
<td>24</td>
</tr>
<tr>
<td>Garlen, Julie C.</td>
<td>10</td>
</tr>
<tr>
<td>Gilchrist-Petty, Elreta S.</td>
<td>23</td>
</tr>
<tr>
<td>Giles, Howard</td>
<td>22</td>
</tr>
<tr>
<td>Gorski, Paul</td>
<td>16</td>
</tr>
<tr>
<td>Goss, Brian Michael</td>
<td>21</td>
</tr>
<tr>
<td>Gould, Mary Rachel</td>
<td>21</td>
</tr>
<tr>
<td>Green, Keisha.</td>
<td>2</td>
</tr>
<tr>
<td>Guerra, Norma</td>
<td>3</td>
</tr>
<tr>
<td>Harshman, Jason R.</td>
<td>3</td>
</tr>
<tr>
<td>Heller, Caroline</td>
<td>11</td>
</tr>
<tr>
<td>Hinchey, Patricia H.</td>
<td>15</td>
</tr>
<tr>
<td>Hurtig, Janise</td>
<td>11</td>
</tr>
<tr>
<td>Itzkoff, Seymour W.</td>
<td>18</td>
</tr>
<tr>
<td>Jang, Jennifer J.J.</td>
<td>5</td>
</tr>
<tr>
<td>Jardine, David W.</td>
<td>12</td>
</tr>
<tr>
<td>Jiménez, Karleen Pendleton</td>
<td>3</td>
</tr>
<tr>
<td>Johnson, Brian C.</td>
<td>3</td>
</tr>
<tr>
<td>Justice, Sean</td>
<td>21</td>
</tr>
<tr>
<td>Kallaway, Peter</td>
<td>5</td>
</tr>
<tr>
<td>Kalman, Judy</td>
<td>20</td>
</tr>
<tr>
<td>Kashani, Tony</td>
<td>19</td>
</tr>
<tr>
<td>Keeble, Richard Lance</td>
<td>19</td>
</tr>
<tr>
<td>Kilborn, Michelle</td>
<td>13</td>
</tr>
<tr>
<td>Knobel, Michele</td>
<td>20, 21</td>
</tr>
<tr>
<td>Ladson-Billings, Gloria</td>
<td>11</td>
</tr>
<tr>
<td>Lankshear, Colin</td>
<td>21</td>
</tr>
<tr>
<td>Larremore, April</td>
<td>17</td>
</tr>
<tr>
<td>Lesage, Frédérik</td>
<td>13</td>
</tr>
<tr>
<td>Logan, Robert K.</td>
<td>27</td>
</tr>
<tr>
<td>Long, Shawn D.</td>
<td>23</td>
</tr>
<tr>
<td>Longerbeam, Susan Diana</td>
<td>4</td>
</tr>
<tr>
<td>Lourd, Meredith</td>
<td>18</td>
</tr>
<tr>
<td>Lucas, Robert M.</td>
<td>12</td>
</tr>
<tr>
<td>Lucht, Tracy.</td>
<td>27</td>
</tr>
<tr>
<td>Lysgaard, Jonas Andreason</td>
<td>16</td>
</tr>
<tr>
<td>Maass, Anne</td>
<td>22</td>
</tr>
<tr>
<td>Marcellus, Jane</td>
<td>27</td>
</tr>
<tr>
<td>Mazzarella, Sharon R.</td>
<td>26</td>
</tr>
<tr>
<td>McArthur, John A.</td>
<td>28</td>
</tr>
<tr>
<td>McDevitt, Michael</td>
<td>24</td>
</tr>
<tr>
<td>McLaren, Peter</td>
<td>9</td>
</tr>
<tr>
<td>McLuhan, Marshall</td>
<td>27</td>
</tr>
<tr>
<td>McMaster, Christopher</td>
<td>5</td>
</tr>
<tr>
<td>McNair, Brian</td>
<td>29</td>
</tr>
<tr>
<td>Medina, Yolanda</td>
<td>6</td>
</tr>
<tr>
<td>Montaño, Theresa</td>
<td>16</td>
</tr>
<tr>
<td>Mooney, Brian</td>
<td>10</td>
</tr>
<tr>
<td>Morris, Marla</td>
<td>12</td>
</tr>
<tr>
<td>Mungai, Anne</td>
<td>2</td>
</tr>
<tr>
<td>Murphy, Caterina</td>
<td>5</td>
</tr>
<tr>
<td>Nash, Robert J.</td>
<td>5</td>
</tr>
<tr>
<td>Noble, Safiya Umoja</td>
<td>28</td>
</tr>
<tr>
<td>Noor Al-Deen, Hana S.</td>
<td>29</td>
</tr>
<tr>
<td>Nussbaum, Jon F.</td>
<td>22</td>
</tr>
<tr>
<td>Olaniran, Bolanie A.</td>
<td>30</td>
</tr>
<tr>
<td>Olson, Loreen N.</td>
<td>23</td>
</tr>
<tr>
<td>Paraskeva, João M.</td>
<td>13, 14</td>
</tr>
<tr>
<td>Pavitt, Charles</td>
<td>24</td>
</tr>
<tr>
<td>Pedro-Caranaña, Joan</td>
<td>21</td>
</tr>
<tr>
<td>Peters, Michael A.</td>
<td>17</td>
</tr>
<tr>
<td>Poindexter, Paula M.</td>
<td>28</td>
</tr>
<tr>
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<td>21</td>
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<td>Seidel, Jackie</td>
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<td>19</td>
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<td>Squires, Catherine R.</td>
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<td>Voss, Kimberly Wilmot</td>
<td>27</td>
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<td>Wiesinger, Susan</td>
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<td>20</td>
</tr>
<tr>
<td>Zilles, Klaus</td>
<td>28</td>
</tr>
<tr>
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<td>13</td>
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NEW SERIES!

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

This newly named Childhood Studies Series in the global 21st century is created to continue this focus on social justice for those who are younger, but also to broaden and further explore conceptualizations of privilege, justice, possibility, responsibility and activism. Authors are encouraged to consider “childhood” from within a context that would decenter human privilege and acknowledge environmental justice and the more-than-human Other; while continuing to research, act upon, and transform beliefs, public policy, societal institutions, and possibilities for ways of living/being in the world for all of us. Boundary crossings are of greater importance than ever as we live unprecedented technological change, violence against living beings that are not labeled human (through experimentation, industrialization, and medicine), plundering of the earth, and gaps between the privileged and the marginalized (whether rich/poor, human/nonhuman). Along with continued concerns related to social justice, equity, poverty, and diversity; some authors in the Childhood Studies Series will choose to think about, and ask questions like: What does it mean to be a younger human being within such a world? What are the values, education, and forms of care provided within this context; and can/how should these dispositions and practices be transformed? Can childhood studies, and the diverse forms of representation and practice associated with it, conceptualize and practice a more just world broadly, while avoiding utopian determinisms and continuing to remain critical and multiple?

Studies in Communication and Sport
Edited by Lawrence A. Wenner, Andrew C. Billings and Marie C. Hardin

Books in the Studies in Communication and Sport series explore evolving themes and emerging issues in the study of communication, media, and sport, broadly defined. The series provides a venue for key concepts and theories across communication and media studies to be explored in relation to sport. The series features works building on burgeoning media studies engagement with sport as well as works focusing on interpersonal, group, organizational, rhetorical, and other dynamics in the communication of sport. The series welcomes diverse theoretical standpoints and methodological tactics seen across the social sciences and humanities. While some works may examine the dynamics of institutions and producers, representations and content, reception and fandom, or entertain questions such as those about identities and/or commodification in the contexts of mediated sport, works that consider how communication about sport functions in diverse rhetorical and interpersonal settings, how groups, families, and teams use, adapt, and are affected by the communication of sport, and how the style, nature, and power relations in communication are wielded in sport and media organizations are particularly encouraged. Works examining the communication of sport international and/or comparative contexts or new, digital, and/or social forms of sport communication are also welcome.
The Radical Imagine-Nation: Journal of Public Pedagogy

Executive Editors: Peter McLaren & Suzanne SooHoo

The goal of this journal is to provide a platform for critical educators, public intellectuals, and activists from all over the world to promote, share, and discuss various new issues and developments in critical education and social movements. We seek to engage dialogically with critical scholarship and activist work in accessible ways that serve the common good.

Radical Imagine Nation is a bi-annual peer-reviewed education journal focused on critical discourse and activism. It includes articles that draw attention to the complex interrelations between political, economic, cultural, historical, and social contexts, as well as the ways in which these various contexts shape educational policies, practices, curricula, and outcomes. The journal welcomes papers that ground theoretical reflections in participatory research studies and exemplary or promising practices.

The journal emanates from the home of the Paulo Freire Democratic Project, Chapman University in Orange, California. Hence, there is a special section devoted to those who work from and are inspired by Freirean thought and practice.

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