2017 SPRING
MULTIDISCIPLINARY
TEXTBOOK CATALOGUE

Education
Media & Communication
Black Studies
Diversity
Latino/a Studies
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Dear colleagues and customers,

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


Our Media and Communication program is equally strong this season, with many timely new releases including How Communication Scholars Think and Act by Julien C. Mirivel and Terrorizing the Masses: Identity, Mass Shootings, and the Media Construction of “Terror”, by Ruth DeFoster. The second edition of Barbara Mueller’s Dynamics of International Advertising will be an updated essential for any student of media and communication, and Lance Strate’s Media Ecology is the premiere text on the subject.

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 text adoption, I also invite you to consider us as your next publisher. If you are working on a manuscript or prospectus in any of our publication fields, let one of our friendly acquisitions editors know. I am certain that you will find the publishing process with Peter Lang a rewarding experience.

Best wishes,

Best wishes,

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

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breakthroughs for victorious thought of an Afrocentric perspective.

Ideal for courses including Seminar in African American Studies, Research Methods in Africana Studies, and the Afrocentric Idea

LEADING WHILE BLACK
Reflections on the Racial Realities of Black School Leaders Through the Obama Era and Beyond

• Black Studies and Critical Thinking. Vol. 76
  • PB. ISBN 978-1-4331-3443-2 | CHF 44.00 / € 35.80 / £ 29.00 / US$ 42.95
  • E-BOOK. ISBN 978-1-4331-3444-9 | CHF 47.00 / € 43.00 / £ 39.45 / US$ 42.95
  • HB. ISBN 978-1-4331-3444-9 | CHF 93.00 / € 75.00 / £ 60.00 / US$ 89.95

What does it mean to lead while Black in America? How do Black educators lead for equity to ensure a quality academic experience for Black children when calls for equality are routinely discredited in our post-racial context? Through this book, Floyd Cobb passionately and honestly draws from his personal and professional experiences to describe his path to accepting the harsh realities of being an equity-minded Black leader in K–12 schools. Offered through the performance of autoethnography, Cobb highlights and gives voice to the often-unacknowledged vulnerability of equity-minded Black leaders who work in suburban contexts. Using the era of the Obama presidency as the backdrop for this work, Cobb illuminates the challenges and complexities of advocating for marginalized children who come from a shared racial heritage in a society that far too often are reluctant to accept such efforts. Through Leading White Black, emerging and aspiring Black leaders will be reminded that they are not alone in their struggles, but must nonetheless persist if we are to do our part in making education a better experience for our children.


MENAH PRATT-CLARKE / JOHANNA MAES (ENDS)

JOURNEYS OF SOCIAL JUSTICE
Women of Color Presidents in the Academy

• 220 PP.
• Black Studies and Critical Thinking. Vol. 88
• PB. ISBN 978-1-4331-3182-0 | CHF 55.00 / € 48.60 / £ 44.75 / US$ 52.95
• E-BOOK. ISBN 978-1-4331-4072-3 | CHF 58.00 / € 53.00 / £ 52.95 / US$ 52.95
• HB. ISBN 978-1-4331-3183-7 | CHF 98.00 / € 79.20 / £ 64.00 / US$ 94.95

This edited volume documents the unique experiences of women of color in higher education administration. From full professors, senior administrators, deans, presidents, and chancellors, women of color share their social justice journeys to leadership roles in the academy. With a focus on women of color presidents, a rich landscape is painted through their own voices of their experiences as they ascend and lead higher education institutions, navigating complex dynamics influenced by their race, culture, class, and gender status. The narratives of African American, Native American, Asian American, Mexican American, and Puerto Rican women leaders reflect the importance of their cultural heritage, the role of family values; the necessity of professional mentorship and support; the presence of personal resiliency; and the need to lift others while climbing and thriving. This book affirms the social justice imperative of diversifying the academy to include the scholarship, voices, perspectives, viewpoints, and leadership of women of color. Through this work, we clearly see that women of color can climb to the highest rung; can penetrate the abode ceiling, the bamboo ceiling, and the plantation roofs; can sit in the president’s chair; and can thrive as leaders in the academy. This volume can be used in higher education, gender and women’s studies, leadership, and sociology courses on education and identity.

Ideal for undergraduate and graduate courses in multicultural leadership; Literary Studies; Ethnic Studies; education; race, class, and gender; women/gender studies; and social justice.

SWEETWATER
Black Women and Narratives of Resilience, Revised Edition

WINNER OF NCA ETHNOGRAPHY DIVISION’S 2013 BEST BOOK AWARD & THE INTERNATIONAL ASSOCIATION OF QUALITATIVE ASSOCIATION OF QUALITATIVE ETHNOGRAPHY 2014 H.L. “BUD” GOODALL, JR. AND NICK TRUJILLO “IT’S A WAY OF LIFE” AWARD IN NARRATIVE ETHNOGRAPHY

Sweetwater: Black Women and Narratives of Resilience, Revised Edition is a multi-generational story of growing up black and female in the rural south. At times heart-breaking, at times humorous, Sweetwater captures the artistry, strength, language and creativity shared by first-hand accounts of black women in small town North Carolina during the 20th century. The book uncovers the versatility and universality of black women’s experiences and their exceptional capacity to love in the face of adversity, and hope in the midst of calamity. Sweetwater is about the black female experience as it relates to friendship, family, spirituality, poverty, education, addiction, mental illness, romantic relationships, and everyday survival. The merging themes show the resilience and resistance that black women exhibit while negotiating the intersecting oppressions of racism, classism, and sexism. Written from field notes and memory, the author reveals the complexities of black women’s lived experiences by exposing the communicative and interpersonal choices black women make through storytelling. Narrative inquiry and black feminism are offered as creative educational tools for discussing how and why black women’s singular and interior lives are culturally and globally significant.

Ideal for mid to upper level college classrooms and in graduate programs courses in Family Communication, Interpersonal Communication, Gender and Communication, Narrative, Rhetoric, Qualitative Methods, Feminist Studies or Black Women’s Studies.
Research Methods in Africana Studies, Revised Edition is a major contribution to the discipline of Africana studies and social science involving people of African descent in general. The first edition was the first of its kind, offering instruction on how to conduct culturally relevant critical research on Africana communities in the American context, in addition to the African diaspora. The revised edition contains a collection of the most widely used theories and paradigms designed for exploring, explaining, and advancing Africana communities through science. The relevance, strengths, and weaknesses of every major method of data collection are explained as they relate to the lived experiences of the Black world. It stands alone as the only textbook that details empirical methods in the service of the collective advancement of Africana peoples.

Ideal for courses in cultural studies, African American studies and research.
African American males in higher education leadership: Challenges and Opportunities
• NEW YORK, 2017. XXVI, 202 PP., 1 B/W ILL. MAY I/S | NEW YORK, BERN, BERLIN, BRUXELLES, FRANKFURT AM MAIN, OXFORD, WIEN, 2017. XXVI, 202 PP., 1 TABLE
• Black Studies and Critical Thinking, Vol. 90
• PB. ISBN 978-1-4331-3207-0 | CHF55.00 / €44.20 / e£39.40 / £38.95 / £29.00 / US$42.95
• HB. ISBN 978-1-4331-3208-7 | CHF93.00 / €75.00 / £62.50 / £60.00 / US$89.95

African American males in higher education leadership: Challenges and Opportunities presents narratives from thirteen African American males working in higher education leadership. Their narratives describe the barriers and roadblocks that continue to impede them while climbing the ivory tower ladder to leadership. This book highlights a number of topics relevant to the experiences of Black males on what it means to hold a leadership position at a historically black college and at a predominantly white institution. This is an opportunity to hear the voices of African American males and to look at leadership through their lens. What have been some of the challenges and opportunities they have faced during their journey in higher education? What specific strategies helped them cope with barriers impeding their climb to a leadership position in higher education? What specific programs make a difference for emerging Black male leaders? Did they have a mentor or did they feel isolated during their journey? How are they feeling now? What tips can be passed down to our next generation of Black leaders? These narratives provide inspiration for all African American men aspiring to advance their careers in higher education. Hopefully, African American males will find these narratives useful as they prepare to enter the landscape of higher education leadership and avoid some of the pitfalls discussed in the book.

Ideal for courses in leadership, teacher education and social foundations.

JOANNE KILGOUR DOWDY
Minding Their Own Business: Five Female Leaders from Trinidad and Tobago
• Black Studies and Critical Thinking, Vol. 94
• PB. ISBN 978-1-4331-3386-2 | CHF93.00 / €75.00 / £62.50 / £60.00 / US$89.95
• E-BOOK. ISBN 978-1-4539-1720-6 | CHF34.00 / €27.50 / £22.00 / US$32.95

Minding Their Own Business: Five Female Leaders from Trinidad and Tobago is a narrative project that illuminates the historical legacy of entrepreneurship, self-employment, and collective economics within the African diaspora, particularly in the lives of five women leaders of African descent from Trinidad and Tobago. By using the financial literacy lens as an analytical tool to interpret these biographies, the study documents the journeys of these independent business women, uncovers the literacy skills they employed, and describes the networking skills that they relied upon personally and professionally. The qualitative data collection methods utilized in this project help to identify lessons that will inform professionals, educators, business and lay persons about the innovative ways in which teaching and learning take place outside of “formal” business schooling. Information gleaned from this study also serves to broaden traditional understandings of entrepreneurship and economic strategies inherited from majority African descended communities. Additionally, the work illuminates the creative and intellectual modes of learning within the Afrocentric communities that foster successful business practices. Finally, the five successful Black women from Trinidad pass on to interested learners their methods of modeling, encouraging, and celebrating the means by which independent business people make a positive impact on society.

The five women from Trinidad live outside their native country—in Jamaica and the USA—and have been successful in their businesses for more than twelve years. Two of the women serve international clients, and one of them has catered events for President Barack Obama and a number of international artists.

Ideal for courses in women’s studies, entrepreneurship, and Caribbean studies.

DAVID BOERS
UNCOVERING BLACK HEROES
Lesser-Known Stories of Liberty and Civil Rights
• Peter Lang Pruner, Vol. 37
• PB. ISBN 978-1-4331-4165-2 | CHF34.00 / €27.50 / £22.00 / US$32.95
• E-BOOK. ISBN 978-1-4331-4171-3 | CHF36.00 / €27.50 / £22.00 / US$32.95

Uncovering Black Heroes: Lesser-Known Stories of Liberty and Civil Rights is a series of stories regarding real people who are not so well known in the mainstream of American freedom and civil rights discussions. These people have made a difference by the events of their lives and by the deliberate contributions they made. In some chapters depictions of fugitive slaves create awareness of the perils of freedom runs and of the desperate, dangerous, and terrifying life of being a hunted person. In other chapters the degree of local level blockage individuals needed to confront is exposed. Still other chapters point out major efforts by diligent, but for the most part unknown, local people that result in court case settle-
Ideal for undergraduate & graduate in African American history and civil rights.

WHITE OUT
Understanding White Privilege and Dominance in the Modern Age

KATHY BUSSERT-WEBB / MARIA DIAZ / KRYS TAL YANEZ

JUSTICE AND SPACE MATTER IN A STRONG, UNIFIED LATINO COMMUNITY

PP.

• Critical Studies of Latinos/as in the Americas. Vol. 3
• PB. ISBN: 978-1-4331-3205-6 | CHF 55.00 / €48.60 / €53.00 / £36.00 / US$52.95

Fighting Academic Repression and Neoliberal Education is a cutting-edge investigation of the alarming state of education today. This practical how-to handbook gives readers tactics and strategies to organize and challenge forces that threaten liberatory critical education. Drawn from scholars and activists from across the world, the fifteen chapters guide readers through a strategic method of understanding the academic industrial complex and corporate education in the twenty-first century. Education is being hijacked by banks and corporations that are tearing apart the foundational fabric of academic freedom, resulting in mass standardized education and debt for all students and furthering racial inequity. This is a must-read for anyone interested in democracy, education, social justice, critical pedagogy, and Black Lives Matter.

Ideal for graduate courses in Ethnicnographic Methods, border studies, Socio-Cultural Applications for Education, and Literacy Across the Curriculum.

CRITICAL PEDAGOGY

ANTHONY J. NOCELLA / ERIK JUERGENSMEYER

RE-ASSEMBLY REQUIRED

GRE SILDA A. TILLEY-LUBBS

Critical Autoethnography and Spiritual Discovery

• 154 PP.
• Critical Qualitative Research. Vol. 24
• PB. ISBN: 978-1-4331-2872-1 | CHF 44.00 / €35.80 / €49.40 / €63.95 / £39.00 / US$52.95

This book provides a detailed analysis of “colonias” along the Mexico–United States border, examining the intersection of culture, education, language, literacy, race, religion, and social class in Latinx immigrant communities. The researchers investigated El Corazón colonia in South Texas as a case-study of these unincorporated border settlements, consisting of mostly Mexican-heritage residents and lacking many basic living necessities. Highlighting over 10 years of research findings, the authors consider structural inequalities alongside the unique strengths of El Corazón. Their acute observations dispel myths about such high-poverty communities, and demonstrate how residents overcome the odds through activism, faith, and “ganas.” In presenting a portrait of the El Corazón colonia, the authors offer a deeper level of understanding of one Latino community to inspire the development of a more equitable, compassionate world. This book will be invaluable to students and scholars of all fields who work with culturally diverse people in poverty.

Ideal for undergraduate education courses in diversity, undergraduate and graduate sociology courses in race and ethnicity, and graduate courses in diversity in higher education & White studies.

DIVERSITY | LATINO/A STUDIES | CRITICAL PEDAGOGY
Entering the academy as an older woman, the author had not foreseen the challenges that awaited her when she left behind a successful career as a public school Spanish teacher/department head to pursue a Ph.D. She took for granted her position of power and privilege in an educational setting, not at all prepared for the rapid demotion of respect, self-confidence, and salary that she soon faced as an older Ph.D. student/Spanish adjunct faculty member at a research university that would serve as her academic, and later professional, career home for the rest of her working years. In this critical autoethnography, she troubles her journey through the Ph.D. and the tenure process, as well as in her position as a tenured professor. She describes a process that led her into/through the murky waters and mire of academic machinations into the light of spiritual discovery to affirm wholeness and celebration of Self. What sets this book apart is the author’s refreshing willingness to critically interrogate her Self throughout the process.

Radical Imagine-Nation: Public Pedagogy & Praxis provides 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. The book engages dialogically with critical scholarship and activist work in accessible ways that serve the common good. Radical Imagine-Nation serves as a meeting place for progressive educators—from scholars to practitioners to community activists and other cultural workers. It constitutes a space where critical theorists, community activists, internationalists, and Freirean educators present new ideas for creating social relations of equality and social justice.
GAMIFY YOUR CLASSROOM
A Field Guide to Game-Based Learning, REVISED EDITION

Matthew Farber

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

This completely revised and expanded field guide is packed with new innovative ideas on how to implement game-based learning and gamification techniques in everyday teaching. With nearly two dozen more experts than the first edition, this book contains interviews with more than 70 authorities in the field, including academics such as James Paul Gee, Kurt Squire, Mizuko (Mimi) Ito, Lee Sheldon, Jordan Shapiro, and Mary Flanagan. The author also shares conversations with experts from numerous organizations such as Common Sense Media, iCivics, DragonBox, Connected Camps, GlassLab Games, Schell Games, Institute of Play, Games for Change, BrainPOP, Tiggly, Toca Boca, ThinkFun, BrainQuake, Filament Games, BreakoutEDU, Kahoot, Classcraft, and more. Featuring a new introduction, as well as a forward from USA Today’s national K-12 education writer Greg Toppo, this book provides new practical lesson plan ideas, ready-to-use games, and links for further research in each updated chapter. Included are best prac-
perform writing that examines the university as institution through the lens of personal narrative. This compelling creative non-fiction narrative is appropriate for both academic and non-academic audiences.

⇒ Ideal for graduate and undergraduate courses in arts-based research writing, advancements in qualitative inquiry, autoethnography writing, creative non-fiction writing, women's studies, and critical pedagogy.

WILLIAM M. REYNOLDS (EDS.)

FORGOTTEN PLACES
Critical Studies in Rural Education
• 365 PP.
  • Counterpoints. Vol. 514
  • PB. ISBN 978-1-4331-3070-0 | CHF67.00 / €54.20 / £46.40 / US$64.95
  • E-BOOK. ISBN 978-1-4331-4317-2 | CHF71.00 / €59.60 / £49.95 / US$64.95
  • HB. ISBN 978-1-4331-3071-7 | CHF113.00 / €91.70 / £74.00 / US$109.95

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. This book 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. Forgotten Places 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 book fills a significant gap in the scholarly work on the ramifications of the rural.

⇒ Ideal for upper level undergraduate courses in foundations, curriculum, and diversity courses and graduate level foundations, sociology of education, curriculum studies, and diversity courses.
education has also become one of the pri-
ple path to achieving this goal. The field of
is through education, a platform that has
endeavor to accomplish this. One of these
many different means by which people
means towards achieving the vision of a
multicultural society capable of living,
working, and playing in harmony. Anti-
Islamophobic Curriculums showcases a
specific curriculum to help teachers and
young learners to gain more awareness of
cultures much different from theirs. Anti-
Islamophobic Curriculums also endeavours
to decrease sociophobic reaction towards
cultures that are unfamiliar and to
acquaint learners with a curriculum
beyond what has traditionally been their
predominant English/French/Indigenous
experience. This curriculum emphasizes
the Islamic culture and, through this edu-
cational process, aims to mitigate the
sociophobic reaction its members often
encounter. Nevertheless, the conclusions
drawn are applicable to any culture.

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

Anti-Islamophobic Curriculums

• Critical Praxis and Curriculum Guides. Vol. 1
  • PB. ISBN 978-1-4331-2201-9 | CHF55.00 / €44.20 / £36.00 / ¥4795 / $52.95
  • E-BOOK. ISBN 978-1-4331-4255-0 | CHF58.00 / €44.20 / £36.00 / ¥4795 / $52.95

Since patterns of immigration began tak-
ing hold, one of the primary goals of any
immigrant to or citizen of North America,
has been to be accepted and to adapt to
the new culture and learn to live a produc-
tive and healthy life together. There are
many different means by which people endeavor to accomplish this. One of these
is through education, a platform that has
been, and should continue to be, a princi-
ple path to achieving this goal. The field of
education has also become one of the pri-
mary forums for provoking and question-
ing societal norms and is a powerful
BECOMING A GREAT INCLUSIVE EDUCATOR - SECOND EDITION

Ideal for undergraduate or graduate students who are new to inclusive education. Having previously been told that her son Benny had “failed to function” in two exclusionary special education classrooms in New York City, Berman’s family set off in search of a school where Benny would be accepted for who he was, while having the opportunity to grow and flourish academically, socially, and emotionally alongside his brother, Adam. Connor’s interest was piqued when Berman shared her desire to document the ways in which the new school community had supported Benny throughout the years. Together, they thought, surely other teachers, school and district level administrators, parents of children with and without disabilities, teacher educators, and student teachers, could learn from such a success story.

The result of their collaboration is this book in which Berman skillfully narrates episodes across time, describing ways in which children, teachers, educational assistants, parents, and a principal came to know Benny—developing numerous and often creative ways to include him in their classrooms, school, and community. Connor’s commentaries after each chapter link practice to theory, revealing ways in which much of what the school community seems to “do naturally” is, in fact, highly compatible with a Disability Studies in Education (DSE) approach to inclusive education. By illuminating multiple approaches that have worked to include Benny, the authors invite educators and families to envision further possibilities within their own contexts.

Ideal for undergraduate, graduate and doctoral courses in Education, Special Education, Sociology, Psychology.

VYGOTSKY AND THE PROMISE OF PUBLIC EDUCATION

Vygotsky and the Promise of Public Education recontextualizes the scholarship of educator and psychologist Lev Vygotsky, highlighting its relevance to contemporary issues in public education.

Vygotsky, highlighting its relevance to contemporary issues in public education. Written for educators, researchers, and policy-makers, this book both recognizes the complications of teaching and learning in public schools and contributes to the scholarship on the critical possibilities of schools as social institutions. The significance of public education for each and every child and teacher, and the future that is created in each student-teacher relationship, is re-centered as, perhaps, the most worthwhile project of our time.

Ideal for advanced undergraduate and graduate courses in teacher education, educational psychology, developmental psychology, cultural psychology, and philosophy of learning such as Cultural Perspectives on Learning and Development and Human Development, Learning, and Diversity.

Leadership, Equity, and Social Justice in American Higher Education

Never before has leadership, equity, and social justice been more important and/or critical to the mission of public universities and institutions of higher education. The 21st century has ushered in a period of instantaneous feedback, to include live
WHEN RACE BREAKS OUT
Conversations about Race and Racism in College Classrooms—THIRD REVISED EDITION

HELEN FOX

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

Ideal for undergraduate and graduate courses in education

IDEAL FOR UNDERGRADUATE AND GRADUATE COURSES IN EDUCATION

Newsfeeds, reviews of goods and services, and online streaming events, as well as experiences. Anyone with a smartphone has access to millions of individuals to report their affirmation and/or dissatisfaction with individuals, products or services. Colleges and universities have not been immune to this current climate. The purpose and aim of this volume is to “critique” the current state of American Higher Education through the lens of critical theory and critical pedagogy. This volume seeks to impact higher education preparation programs by filling the void in the literature from voices of the field. The contributing authors are a diverse array of scholars and practitioners who are committed to moral and shared leadership, equity and access, and social justice.

Ideal for advanced undergraduate and graduate level courses in the theory of higher education, foundations in higher education, student personnel, leadership in higher education and social justice in higher education

(post)REnarrating Teacher Identity
Telling Truths and Becoming Teachers

AUDREY LENSMIRE / ANNA SCHICK (EDS.)

With surprising candor, the authors of (Re)narrating Teacher Identity: Telling Truths and Becoming Teachers crack open what it means to become and be a teacher in the twenty-first century United States. They believed teaching preyed on their insecurities and hurt their mental health. In an effort to dig deeper into the challenge of teaching, four new teachers engaged in a summer writer’s workshop. Drawing from the work of Barbara Kamler (2001), the teachers used artifacts such as school graffiti and text messages to “reposition” teachers, and (re)narrate their identities as teachers.

If you could go back in time to talk with yourself when you began your studies, what advice would you give? Hindsight is such a bonus, especially, when vying for a doctorate or postgraduate degree. Postgraduate Study in Australia: Surviving and Succeeding addresses this with anecdotes from postgraduate students and recent graduates that will assure that you will stay in the profession but to thrive. The urgency of honesty and how truth telling might encourage teachers not only to stay in the profession but to thrive. The raw stories, images, and humor in (Re)narrating Teacher Identity will be a powerful

TEACHER EDUCATION

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resource for foundational education courses, master’s courses in teacher education, and professional development or mentoring workshops.

Ideal for advanced undergraduate and graduate courses in Introduction to Education; Orientation to Education, Action Research; Capstone courses; Professional development seminars; and MAE thesis credit courses. This book can also be used by School districts: Induction book groups, and for mentoring.

MARY M. DALTON / LAURA LINDER (EDS.)

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

- Counterpoints. Vol. 486
- E-BOOK. ISBN 978-1-4331-3873-7 | CHF58.00 / €44.20 / £36.00 / US$52.95
- PB ISBN 978-1-4331-3083-0 | CHF55.00 / €44.20 / £36.00 / US$52.95
- HB. ISBN 978-1-4331-3312-1 | CHF98.00 / €79.20 / £64.00 / US$94.95

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

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

ANTONINA LUKENCHUK (ED.)

OUTLIVING YOUR DISSERTATION
A Guide for Students and Faculty

- 210 PP.
- Counterpoints. Vol. 428
- PB. ISBN 978-1-4331-3202-5 | CHF58.00 / €44.20 / £36.00 / US$52.95
- E-BOOK. ISBN 978-1-4331-3796-9 | CHF58.00 / €44.20 / £36.00 / US$52.95
- HB. ISBN 978-1-4331-3202-5 | CHF98.00 / €79.20 / £64.00 / US$94.95

This guide focuses on the dissertation work as a step-by-step process and details the structure and the content of dissertation chapters. Unique to this edi-

- Ideal for doctoral students pursuing dissertations in social sciences, as well as for faculty who teach doctoral-level research courses and seminars and supervise doctoral dissertations.

- Ideal for graduate programs in educational leadership and teacher education.
The Handbook for Student Law for Higher Education Administrators, Third Edition is a practical tool, intended for administrators dealing with students in higher education, focusing principally on four-year institutions. Addressing the ever-evolving relationship between higher education and the law, the book will provide the academic administrator with the means to knowledgeably and confidently navigate the many legal threats and challenges facing colleges today. Focused on the “hot” issues in higher education today, and using examples from real cases and scenarios from many institutions, the handbook provides sample policies, checklists, and advice that administrators can apply to a wide variety of situations, both preventatively and proactively. The Handbook for Student Law for Higher Education Administrators, Third Edition is a compendium of practical knowledge and guidance, useful to all administrator dealing with the legal minefield that is higher education.

Ideal for courses in higher education law and policy.

JAMES OTTAVIO CASTAGNERA

HANDBOOK FOR STUDENT LAW FOR HIGHER EDUCATION ADMINISTRATORS, THIRD EDITION

- Education Management. Vol. 10
- PB. ISBN 978-1-4331-4337-4 | CHF55.00 / €39.90 / £40.00 / US$60.00
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- HB. ISBN 978-1-4331-4337-4 | CHF98.00 / €79.20 / £80.95 / US$120.00

The authors conclude that an assessment with teaching and learning can transcend the limitations of an assessment of learning and an assessment for learning.

Ideal for courses in philosophy of education and global education.

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Ideal for courses in philosophy of education and global education.
LANCE STRATE

MEDIA ECOLOGY
An Approach to Understanding the Human Condition

• Understanding Media Ecology. Vol. 1
  • PB. ISBN 978-1-4331-3121-9 | CHF55.00 / €44.20 / £36.00 / US$52.95
  • E-BOOK. ISBN 978-1-4331-4005-1 | CHF58.00 / €44.20 / £39.20 / US$59.95
  • HB. ISBN 978-1-4331-3122-6 | CHF98.00 / €79.20 / £64.00 / US$94.95

Media Ecology: An Approach to Understanding the Human Condition provides a long-awaited and much anticipated introduction to media ecology, a field of inquiry defined as the study of media as environments. Lance Strate provides a clear and concise explanation of an intellectual tradition concerned with much more than understanding media, but rather with understanding the conditions that shape us as human beings, drive human history, and determine the prospects for our survival as a species. Much more than a summary, this book represents a new synthesis that moves the field forward in a manner both unique and unprecedented, but at the same time grounded in an unparalleled grasp of the media ecology’s intellectual foundations and its relation to other disciplines. Taking as its subject matter “life, the universe, and everything,” Strate describes the field as interdisciplinary and communication-centered, provides a detailed explication of McLuhan’s famous aphorism, “the medium is the message,” and explains that the human condition can only be understood in the context of our biophysical, technological, and symbolic environments. Strate provides an in-depth examination of media ecology’s four key terms: medium, which is defined in much broader terms than in other fields; bias, which refers to tendencies inherent in materials and methods; effects, which are best understood via the Aristotelian notion of formal causality and contemporary systems theory; and environment, which includes the distinctions between the oral, chirographic, typographic, and electronic media environments. A chapter on tools serves as a guide to further media ecological research and scholarship. This book is well suited for graduate and undergraduate courses on communication theory and philosophy.

MICHELE KNOBEL / COLIN LANKSHEAR

RESEARCHING NEW LITERACIES
Design, Theory, and Data in Sociocultural Investigation

• New Literacies and Digital Epistemologies. Vol. 76
  • PB ISBN 978-1-4331-3145-5 | CHF67.00 / €54.20 / £45.90 / US$64.95
  • E-BOOK. ISBN 978-1-4539-1649-0 | CHF71.00 / €54.20 / £65.00 / US$94.95
  • HB. ISBN 978-1-4331-3146-2 | CHF113.00 / €91.70 / £100.80 / US$109.95

This book provides an expansive guide for designing and conducting robust qualitative research across a diverse range of purposes concerned with understanding new literacies in theory and in practice. It is based on the idea that one of the best ways of learning how to do good research is by closely following the approaches taken by excellent researchers. This volume brings together a group of internationally reputed qualitative researchers who have investigated new literacies from a sociocultural perspective. These contributors offer “under the hood” accounts of how they have adapted existing research approaches and, where appropriate, developed new ones to frame their research theoretically and conceptually, collected and analyzed their data, and discussed their analytic results in order to achieve their research purposes. Each chapter, based on a substantial and successful study undertaken by the researchers, addresses the research process from one or more of the following emphases: theory and design, data collection, and data analysis and interpretation. Core elements discussed in each chapter include research purposes and questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; and limitations, glitches, and difficulties experienced in the research process.

✔ Ideal for graduate courses in qualitative research in literacy, new media/technologies and theory and methods in qualitative research.
The age of digital media has given rise to a new social world. It is a world in which the transmission of information from the few to the many is steadily being supplant by the multi-directional flow of facts, lies, and ideas. It is a world in which hundreds of millions of people are voluntarily depositing large amounts of personal details in publicly accessible databases. It is a world in which interpersonal relationships are increasingly being conducted in the virtual sphere. Above all, this is a world that seems to be veering off in unpredictable ways from the trends of the immediate past. This book is a probing examination of ways from the trends of the immediate past. This book is a probing examination of the changes that it has caused. Above all, this is a world that is increasingly being conducted in the virtual sphere. The theoretical framework of the discourse-material knot consists out of a non-hierarchical ontology of the interactions of the discursive and the material, articulating the assemblages that are driven by this ontological setting as restless and contingent, sometimes incessantly changing shapes and sometimes being deeply sedimented. This book acknowledges the importance of discursive studies, in having produced a better understanding of the socio-political role of frameworks of intelligibility, and of materialism theory in highlighting the importance of the agentic role of materials. Still, the combination of the discursive and the material requires our attention in a much more fundamental way, and that is where this book’s first platform aims to provide a contribution. These ontological-theoretical reflections are not produced in a void, but they are put to work in this book, first in platform two, which consists out of a discursive-material re-reading of three theoretical fields, dealing with practices that are all highly relevant in contemporary democracies: participation, community media and conflict (transformation). Finally, in the third platform, this book turns its attention to a particular social reality, analyzing the logic of the discursive-material knot in the particular context of the Cyprus Problem. This case study fills a gap by bringing community media and conflict transformation together, through the analysis of the role of the Cyprus Community Media Centre (CCMC), and its webradio MYCYradio, in contributing to the transformation of antagonism into agonism. Deploying a discursive-material analysis to study the participation and agonization (and their articulation) in CCMC/MYCYradio will show the complexity and richness of conflict transformation processes, in combination with the importance of organizations such as CCMC/MYCYradio for the betterment of society.

Ideal as a primary text for advanced (jr/sr), graduate, and adult education courses in digital communication/social media in public relations departments. It can likewise be used as a supplementary text for other advanced undergraduate and graduate courses including Principles of Public Relations, Public Relations Case Studies, Public Relations Management, and Public Relations Strategy.

Ideal for doctoral and masters courses as well as the global community, media activist community, and the policy-makers that deal with conflict (transformation) and media.

The second edition of New Media and Public Relations captures how the extraordinary global adoption of social media in recent years has changed the way organizations and the public relate to one another. Scholars from around the world provide intriguing insights into how constantly emerging technologies require organizations to be interactive and authentic in virtual environments where control and creation of messages is a shared process. New theoretical perspectives are offered, along with case studies and practical suggestions for using online venues in corporate, charitable, political, cause advocacy, religious, health, university, and crisis settings. Although a number of authors from the first edition have returned to contribute to the second edition, the content of each chapter is entirely new.

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)
Now in its third edition, *Dynamics of International Advertising* highlights the unique challenges marketers face in developing and implementing successful international advertising campaigns. With a balance of theoretical and practical perspectives, this edition takes the reader inside the dynamics of advertising as it functions within the international marketing mix. Updated with the most recent statistical information as well as current examples and case studies, the text addresses the key issues that advertisers must keep in mind in creating effective communication programs for foreign markets: cultural norms and values, political and legal environments, economic policies, social contexts and more. Both the process and product of international advertising are addressed, from research and strategy development to creative execution and media planning. Ethical concerns are highlighted as well.

*Dynamics of International Advertising* is a comprehensive text for upper-division undergraduate or graduate level courses dealing with International Advertising. It can also serve as a supplemental text for courses in international marketing as well as for introductory advertising, marketing or mass communication courses seeking to expand coverage of the international dimension.

казано в тексте: **Ideal for advanced courses such as International Advertising, Global Advertising, Advertising & Globalization, and also International Marketing.**
faculty members or administrators who are involved with an agency, or plan to launch one in the future.

Ideal for undergraduate and graduate courses in student-run agency classrooms, or as required reading for students engaged in an agency.

COMMUNICATION

SUSAN B. BARNES

AN INTRODUCTION TO VISUAL COMMUNICATION
From Cave Art to Second Life (2nd edition)
• Visual Communication. Vol. 7
  • PB. ISBN 978-1-4331-4203-1 | CHF55.00 / €44.20 / £35.80 / US$52.95
  • E-BOOK. ISBN 978-1-4331-4204-8 | CHF58.00 / €44.20 / £35.80 / US$52.95

Technological changes have radically altered the ways in which people use visual images. Since the invention of photography, imagery has increasingly been used for entertainment, journalism, information, medical diagnostics, instruction, branding and communication. These functions move the image beyond aesthetic, communicative and cultural factors, loyalty, personal branding, community, and social issues.

Once only a sign, technologies have helped to transform brands into symbols that we constantly encounter in our natural and mediated environments. Moreover, the branding of culture marks a commercialization of society. Almost everywhere we look, a brand name or logo appears. By combining a scholarly approach with case studies and examples, this text bridges the worlds of communication and business by providing a single vocabulary in which to discuss branding. It brings these ideas together into a coherent framework to enable discussions on the topic to occur in a variety of disciplines. A number of perspectives are also provided, including branding as signs and symbols, brand personality, history, communication, cognitive factors, loyalty, personal branding, community, and social issues.

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

Ideal for courses in visual communication and graphic design.

BRANDING AS COMMUNICATION
• Visual Communication. Vol. 5
  • PB ISBN 978-1-4331-2803-5 | CHF32.65 / £23.35 / €27.50 / $36.00 / $22.00 / US$32.95
  • E-BOOK. ISBN 978-1-4539-1791-6 | CHF36.00 / €33.00 / £23.95 / €32.95 / $22.00 / US$32.95

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

Ideal for courses in Communication Theories, Communication and Sports, Communication and Popular Culture, Urban Studies and Sports Studies

COMMUNICATION AND THE BASEBALL STADIUM
Community, Commodification, Fanship, and Memory
• 224 PP.
  • Urban Communication. Vol. 2
    • PB. ISBN 978-1-4331-2145-6 | CHF55.00 / €44.20 / £35.80 / US$52.95
    • E-BOOK. ISBN 978-1-4331-2146-3 | CHF98.00 / €79.20 / £56.00 / US$89.95

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

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

D.ALE HERBECK / SUSAN J. DRUCKER (EDS.)

How COMMUNICATION SCHOLARS THINK AND ACT
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