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Spring 2019

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.

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We are pleased to introduce the new Open Access journal, Philosophy and Theory in Higher Education, edited by John E. Petrovic, available this spring. Accolades for our Education titles include, two AESA Critics’ Choice Awards, A Black Woman’s Journey from Cotton Picking to College Professor: Lessons about Race, Class, and Gender in America, by Me-nah Pratt-Clarke, and Critical Multicultural Perspectives on Whiteness: Views from the Past and Present, by Virginia Lea.

Our Media and Communication program is quite strong with many timely new releases including Elizabeth McLaughlin’s Women’s Voices of Duty and Destiny: Religious Speeches Transcending Gender, the first volume in our new Speaking of Religion series.


We are proud to announce new paperback editions of both, Julie A. Webber’s Beyond Columbine: School Violence and the Virtual and Fighting Words: Fifteen Books that Shaped the Postcolonial World, edited by Dominic Davies, Erica Lombard, and Benjamin Mountford, making them more accessible for course use.

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

Warren J. Blumenfeld

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


Theodore W. Burgh

Is God Funky or What?
Black Biblical Culture and Contemporary Popular Music


Black Studies and Critical Thinking. Vol. 111

Ideal for courses in Religion and Music; Race, Religion, and Ethnicity; Music, Religion, & Activism; and Religion and Society.

Rochelle Brock (ed.)

Sista Talk Too

New York, 2019

Counterpoints. Studies in Criticality. Vol. 530

In Sista Talk Too, Rochelle Brock brings us meaningful new material, to evoke and update her past examination of Black women in today’s culture. The first Sista Talk: The Personal and the Pedagogical is an inquiry into the questions of how Black women define their existence in a society which devalues, dehumanizes, and silences their beliefs. Placing herself inside of the research, Rochelle Brock invited the reader on a journey of self-explo-ration, as she and seven of her Black female students investigate their collective journey toward self-awareness in the attempt to liberate their minds and souls from ideological domination. Throughout, Sista Talk attempted to understand the ways in which this self-explo-ration informs her pedagogy. Combining Black feminist and Afrocentric Theory with critical pedagogy, this book frames the parameters for an Afrowomanist pedagogy of wholeness for teaching Black students. In Sista Talk Too, Rochelle Brock brings us something to be remembered by, chapters and writings from students and colleagues to help us survive and thrive in this world. All in the spirit of love, life and Oshun.

Ideal for courses such as Women, Culture and development; Feminist theory, African American Women’s history; Feminism, Knowledge & Practice; and critical pedagogy.

Is God Funky or What?: Black Biblical Culture and Contemporary Popular Music

Black music is a powerful art form. Artists’ creations often go where words cannot. The music is special—sacred. However, it’s still frequently shoehorned into the ambiguous categories of secular and sacred. Is God Funky or What?: Black Biblical Culture and Contemporary Popular Music complicates the traditional categories of sacred and secular by exposing religious rhetoric and contexts of contemporary popular black music and by revealing the religious-based biblical references and spirituality that form the true cultural context from which these genres emerge. The personal beliefs of black music artists often include, if not revolve around, the heavens. How come we are bombarded by the «thank Gods» in televised award shows, liner notes, or interviews for songs by musicians that some millennials would never hear? Is God Funky or What? shares anecdotes probing connections between specific forms of popular black music and religion. The qualifications of sacred and secular typically depend on context, lyrics, location, and audience (age, race, religion). Through a woven narrative of lyrics, godly acknowledgments, recorded and original interviews, biographies, and recordings from various genres of black music, this book explores how artists have intertwined views of God, perspectives regarding a higher power, spirituality, and religion in creating their music. Their creations make up an organic corpus called the Artistic Black Canon (ABC). Using the ABC, this book shares and explores its remarkable interpretations and ideas about life, music, spirituality, and religion. Is God Funky or What? also shares how we can better make use of this music in the classroom, as well as better understand how essential it is to the lives of many.

Is God Funky or What?: Black Biblical Culture and Contemporary Popular Music
Joseph N. Cooper

From Exploitation Back to Empowerment

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

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

Previous critics have documented the damaging effects of the current exploitative sporting and education structures in the United States on Black males and the broader Black community. However, largely missing from scholarly literature and popular discourses on this topic is a comprehensive analysis of the heterogeneity among Black male athletes’ lived experiences and outcomes over their lifespans. From Exploitation Back to Empowerment: Black Male Holistic (Under)Development Through Sport and (Mis)Education by Joseph N. Cooper addresses three major issues: (1) the undertheorization of Black male athletes’ socialization processes, (2) the preponderance of deficit-based theories on Black male athletes, and (3) the lack of expansive analyses of Black male athletes from diverse backgrounds. Grounded in empirical research, this text outlines five socialization models of Black male holistic (under)development through sport and (mis)education. The five socialization models include: (a) illusion of singular characteristics are taken into account. In addition, historical, sociocultural, political, and economic conditions are examined in relation to their influence on Black males’ socialization in and through sport and (mis)education. This nuanced analysis allows for the development of a systematic blueprint for Black male athletes’ holistic development and more importantly collective racial and cultural uplift.

African Americans In Sports, The Intersections of Race and Sport Culture and Education; African American Experiences in Sport Culture; Diversity Issues in Sport and Sport Industries; Critical Race Theory; Student Athlete Identity Development; Sociocultural Influences in Sport and Institutions of Higher Education.

Vernon C. Lindsay

Capoeira, Black Males, and Social Justice

A Gym Class Transformed

New York, 2019

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

Are you interested in working with African-American male students to help them succeed beyond the classroom? If so, this book is for you! Capoeira is a martial art created by enslaved Africans in Brazil, and it combines self-defense tactics with dance movements, percussion instruments, freedom songs, sacred rituals, acrobatic maneuvers, and communal philosophies. Through this highly-anticipated follow-up book to Critical Race and Education for Black Males: When Pretty Boys Become Men, Dr. Lindsay illustrates how Capoeira can serve as a resource to encourage positive self-awareness, leadership, and social justice activism among African-American males. This book represents thirteen years of Dr. Lindsay’s experiences in Capoeira and illustrates how a physical education class evolved into an after-school program aligned with a culturally responsive curriculum. Through research collected at a Chicago elementary school, Capoeira, Black Males, and Social Justice: A Gym Class Transformed shows how teachers can use culturally responsive curricular methods to engage African-American male students in meaningful lessons, conversations, and actions. This book is a must-read for teachers and administrators in urban school settings. It demonstrates the potential impact of schools in an era where race, gender, sexuality, economic status, and age continue to influence opportunities. Courses with the following themes will benefit from this book: critical race theory in education; African Americans and schooling; introduction to urban education; race, sports, and extracurricular programs; critical pedagogy; gender, difference, and curriculum; teaching and learning in the multicultural, multilingual classroom.

Jennifer Matos

La Familia and Other Secret Ingredients to Latinx Student Success

New York, 2019

Almost like a well-kept family recipe, there exists in education secret ingredients into what makes Latinx students successful. This book demonstrates how Latinx parents, a well-kept secret ingredient, assists with the academic success of Latinx students at all educational levels. Understanding the power of the secret ingredient—and how to use it—can have a profound impact on success for Latinx students and as a model for how to work with and support students from all marginalized groups. Suitable for educators at all levels, or for readers interested in learning about the topic, this book has something for everyone. This book can be used in general education and teacher preparation courses, ethnic studies courses, training for individuals in helping professions, or to just launch an exciting new dialogue.

Ideal for courses in Multicultural Education, The American Middle School and High School, Race and Racism in Schools and Society, Student Diversity and Classroom Teaching, and US Latina and Latino Families.
Race, Culture & Education

Curriculum.

rative of social justice which seeks to raise the sequential, and offers innovative strategies to nored and at times rendered invisible or incon-
background of Indigenous people have been ig-
The ways in which the history and sociocultural edemic achievement. This book bears witness to Black Lives Matter and calls for a radi-
hegemony. The book emphasizes the imagina-
moment is conveyed through the socio-educa-

conomy. The book emphasizes the historical connections between Indigenous people worldwide who have har-
essed their ancestral roots to disrupt cultural hegemony. The book emphasizes the imagina-
tive and radical assertions of the enduring resist-
ance of the formerly colonized, going back to the era of slavery through to the Civil Rights Move-
ment and Black Lives Matter and calls for a rad-
cal shift in the global curriculum to include these stories. Storytelling is acknowledged as an inter-
generational teaching methodology rooted in Indigenous Epistemology which serves to honor our common humanity. The essential message of the text is conveyed through the socio-educa-
tional and cultural interventions that are asserted as transformational pedagogy that will serve to elevate students’ voices and promote their aca-
demic achievement. This book bears witness to the ways in which the history and sociocultural background of Indigenous people have been igno-
red and at times rendered invisible or incon-
sequential, and offers innovative strategies to correct history and write Indigenous people into the literature with creativity and sensitivity. From the Middle Passage to Black Lives Matter is a nar-
native of social justice which seeks to raise the reader’s historical consciousness and provide au-
thetic strategies to decolonize the global cur-
riculum.

Ideal for undergraduate and graduate courses in Race, Class & Gender Issues in Education, Global Perspectives of Curricular Trends across Nations, Colonialism & Indigeneity, The Civil Rights Movement. Emancipation in the Americas, and The Black Experience in the US after 1865.

Abdin Noboa-Ríos

The Story of Latinos and Education in American History

New York, 2019

Critical Studies of Latinos in the Americas. Vol. 21

Academic year 2014-15 marked the first year that public school enrollment (preK-12) became majority nonwhite, with the Hispanic/Latino as the largest minority. Significant population shifts have continued to occur, with Latinos now representing 1-in-4 (28%) public school stu-
dents. Meanwhile, the public schools are in trouble, with international achievement reach-
ing new lows and where progress for nearly two-thirds of all 4th and 8th graders stagnant and below proficiency levels, now decades old. According to the Nation’s Report Card, students of color rank lowest, with Latinos and African Americans consistently at the bottom. To un-
derstand the history of Latinos in particular, Dr. Noboa-Ríos goes back to recreate the story. Here he relates the dark legacy before and af-
ter Plessy, but also upon examining post-Brown challenges that linger. Meanwhile, demogra-
phy has shifted greatly and the future of the country is now greatly dependent on the aca-
demic success of Latino children. Different from the past, this population can no longer be ignored. This is dramatically different from former years, as it represents a new urgency for the nation, one that can no longer be ig-
ored. As the story of education rapidly un-
folds, America’s challenge is now to ensure La-
tino students excel or the country is in peril. It is important to understand why and how this has occurred to ensure it is rectified for a better and more balanced future for the nation, not just the Latino population.

Ideal for undergraduate and graduate courses in instruction & curriculum, teacher development, minority studies, Latino studies, special issues and/or leadership development.

Nathaniel Norment, Jr.

African American Studies

The Discipline and Its Dimensions

New York, 2019

Black Studies and Critical Thinking, Vol. 110

African American Studies: The Discipline and Its Dimensions is a comprehensive resource book that recounts the development of the discipline of African American Studies and provides a basic reference source for sixteen areas of knowledge of the discipline: anthropology, art, dance, economics, education, film, history, literature, music, philosophy, psychology, religion, sociology, political science, science and technology, sports and religion. African American Studies defines bodies of knowledge, methodologies, philosophies, disciplinary concepts, contents, scope, topics scholars have concerned themselves, as well as the growth, development, and present status of the discipline. African American Studies validates that African American Studies is a unique and significant discipline—one that intersects almost every academic discipline and cultural construct—and confirms that the discipline has a noteworthy history and a challenging future. The various bodies of knowledge, the philo-
sophical framework, methodological procedures, and theoretical underpinnings of the dis-
cipline have never been clearly delineated from an African-centered perspective.

Undergraduate and graduate courses in Introduction to African American and Black Studies.
Critical education.

Sociology as well as graduate courses in Sociology; Race, Gender, and Sexuality; Ideal for undergraduate courses in Ethnic Studies, Chicana and Latina Sociology; Race, Gender, and Sexuality; Anthropology, Women’s studies, and Sociology as well as graduate courses in Critical education.

A Revolutionary Subject: Pedagogy of Women and Color and Indigeneity is a call to radical educators, grassroots organizers, and others on the left to recognize the enormous historical legacy of and potential for revolutionary praxis that exists among Women of Color and Indigeneity. Today’s world owes its unmitigated greed, suffering, and unfreedoms to the capitalistic production processes that have deformed our humanity, alienating us from our selves and each other and robbing us of our sense of agency. Yet in these darkest hours, we see the glimmers of hope that exist as people become impelled to stand up for justice. As the most hyper exploited peoples on Earth, Indigenous women and Women of Color bring an unparalleled impetus for social change and a diverse ontological and epistemological clarity and creativity that lends promise to the awesome task of creating a better world—one founded on real freedom, equality, and justice. The author also argues for a Marxist-humanist alternative and revitalizes Marx’s dialectics to challenge class-reductionism, arguing for a class struggle that is also necessarily anti-racist, anti-sexist and supports Muslims, LGBTQIA, and all other oppressed groups. A revolutionary critical pedagogy that engages Women of Color and Indigeneity as Subjects of revolution is expounded. This book is especially appropriate for courses on women’s studies, education and critical pedagogy, and ethnic studies, wherein too often Women of Color and Indigenous women remain invisible.

Ideal for undergraduate courses in Ethnic Studies, Chicana and Latina Sociology; Race, Gender, and Sexuality; Ideal for undergraduate courses in Ethnic Studies, Chicana and Latina Sociology; Race, Gender, and Sexuality; Anthropology, Women’s studies, and Sociology as well as graduate courses in Critical education.

Black Male Leadership in Higher Education and Public Health

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

Ideal for courses in diversity, leadership, and management.
Unsettling Education: Searching for Ethical Footing in a Time of Reform produces a counter-narrative to the prevailing orthodoxies of schooling and school reform that confine education and learning with that which can be measured on state-mandated examinations. The central argument of the book is that despite the push to “settle” the purposes of teaching and schooling in ways that see education as the teaching of a discrete set of skills that align with standardized exams, there are teachers and students who continue to resist standardization and whose stories suggest there are many ways to organize schools, design curriculum, and understand the purposes of education. Unsettling Education shares stories of how teachers have resisted state and local mandates to teach to the test in dehumanizing ways, how such teachers have sought to de-commodify educational spaces, how they have enacted their ethical commitments to de-commodify educational spaces, how such teachers have sought to de-commodify educational spaces, and how they have theorized such practices, sometimes even re-considering their role as teachers and the very purposes of schooling. Volume contributors offer concrete ways in which teachers might challenge the structures of schooling to reveal the full humanity and potential of students through different forms of resistance pedagogy, institutional critiques, and critical self-reflection. Featuring a wide range of voices and contexts, the collections’ chapters blend story and theory, resulting in a volume both accessible and thought-provoking to varied audiences—from undergraduate students of education and concerned citizens to veteran educators, teacher educators, administrators and policy makers.

Ideal for undergraduate & graduate courses in Foundations of Education, Foundations of Literacies, Critical Pedagogy, and English Education & graduate Language and Literacy courses.

**Animals, Disability, and the End of Capitalism**

Voices from the Eco-ability Movement


Radical Animal Studies and Total Liberation. Vol. 1

pb ISBN 978-1-4331-3515-6
CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US $ 40.95
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CHF 42.– / € 40.95 / €A 41.– / € 34.20 / £ 28.– / US $ 40.95
hb. ISBN 978-1-4331-3516-3
CHF 118.– / €102.95 / €A 105.40 / € 95.80 / £ 77.– / US $ 114.95

**Animals, Disability, and the End of Capitalism** is a collection of essays from the leaders in the field of eco-ability. The book is rooted in critical pedagogy, inclusive education, and environmental education. The efforts of diverse disability activists work to weave together the complex diversity and vastly overlooked interconnections among nature, ability, and animals. Eco-ability challenges social constructions, binaries, domination, and normalcy. Contributors challenge the concepts of disability, animal, and nature in relation to human and man. Eco-ability stresses the interdependent relationship among everything and how the effect of one action such as the extinction of a species in Africa can affect the ecosystem in Northern California. *Animals, Disability, and the End of Capitalism* is timely and offers important critical insight from within the growing movement and the current academic climate for such scholarship. The book also provides insights and examples of radical experiences, pedagogical projects, and perspectives shaped by critical animal studies, critical environmental studies, and critical disability studies. Contributors include Sarah R. Adams, Marissa Anderson, Judy K. C. Bentley, Mary Fantaske, Amber E. George, Ava HaberkornHalm, John Lupinacci, Hannah Monroe, Anthony J. Nocella II, Nicole R. Paltotta, Meneka Repka, and Daniel Salomon.

**Stephen Sadlier**

**Movements on the Streets and in Schools**

State Repression, Neoliberal Reforms, and Oaxaca Teacher Counterpedagogies

New York, 2019

CHF 50.– / €D 42.95 / €A 44.– / € 40.– / £ 32.– / US $ 47.95
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CHF 50.– / € 47.95 / €A 48.– / € 40.– / £ 32.– / US $ 47.95
CHF 129.– / €113.95 / €A 114.60 / € 104.20 / £ 84.– / US $ 124.95

Research links social movement and education, but almost no related studies address classroom practices. Oaxacan teachers in this ethnography are political and pedagogical pioneers who move between the streets and schools. *Movements on the Streets and in Schools* materializes from the practices of politics, in classrooms, manifestations and rural *primaria* communities, in a major migration-sending region of Southeastern Mexico. *Movements on the Streets and in Schools* theorizes teaching and activism in creative tension, with what Anna Tsing called *friction* of global connection. Using friction, three contentious concepts emerge: quality, patrimony and governability. Through the engaged universals of quality, patrimony and governability, the book thickly describes and analyzes how activism and teaching intertwine, on the city streets and in the rural schools. Here, teaching, between uprisings, police raids and austerity reforms reveals how operating critically transcends a centered critical project. For instance, *quality*, to the state and corporate philanthropists leads to standardization, but parents and pupils rally around quality education to demand learning-centered schools. Likewise, *patrimony*, may drive heritage for the tourist market; though *patrimony* also permits teachers to claim labor rights on historical grounds. Lastly, *governability*, an NGO imperative for Global Southern countries like Mexico, becomes pedagogical when the misrule of state authorities leads to police raids against teachers and cuts to public education. *Movements on the Streets and in Schools* is timely, as the activism-schooling nexus has just begun to generate interest with high profile events on and around campuses worldwide. Both pre- and in-service teachers, education activists, administrators, and professors alike will find this book essential in bringing activism into their classroom practices in a clear and cohesive manner.

**Mary Poplin • Claudia Bermudez (eds.)**

**Highly Effective Teachers of Vulnerable Students**

Practice Transcending Theory

New York, 2019

Critical Education and Ethics. Vol. 10

pb ISBN 978-1-4331-4932-0
CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US $ 40.95
ebook ISBN 978-1-4331-4933-7
CHF 42.– / € 40.95 / €A 41.– / € 34.20 / £ 28.– / US $ 40.95
hb. ISBN 978-1-4331-4931-3
CHF 118.– / €102.95 / €A 105.40 / € 95.80 / £ 77.– / US $ 114.95

In the pages of *Highly Effective Teachers of Vulnerable Students* lie the quintessential details of highly effective teachers working with students who live in poverty inside our public schools and community colleges. *Highly Effective Teachers of Vulnerable Students* contains the words and actions of the teachers that can inspire and direct any current or future teacher who wants to be great and be a part of inspiring young people to fulfill their potential. This is the grist we need to spark a reinvigorated critical national conversation about what it takes to really have highly effective teachers in low-income public schools and whether we have the moral courage to work as hard as they do to make educational equity a reality in our nation.

**Ideal for courses studying teacher effectiveness, cultural capital, social capital, and high poverty schools.**
Ma

Ma is a curriculum. The Japanese concept of ma refers to the interval between two markers. Ma is somatically constructed by a deliberate, attentive consciousness to what simultaneously is expressed, repressed, or suppressed between two structures. In a dialectic exploration, the spaces between—private/public, teacher/student, old/new, self/other, among others are probed in ways that contribute to the significant research in teaching and learning that has been undertaken in the last decades. Material culture is the study of belief systems, behaviours, and perceptions through artefacts and physical objects and is central to the socialisation of human beings into culture. The analysis of cultural materials offer sites for concretizing the self and the self in context. New materiality challenges assumptions and clichés and allows for possibilities not yet imagined, perhaps even inconceivable possibilities. New materiality approaches accept that the layers of the teaching and learning self. In investigations wherein the investigations create something new, in order to demonstrate the layers of the teaching and learning self.

Ideal for undergraduate & graduate courses in Curriculum Studies and Curriculum Theory.

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Gregory K. Tanaka (ed.)

Systemic Collapse and Renewal

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


---

All Children Are All Our Children

Doug Selwyn

New York, 2019. XVI, 202 pp., 1 b/w ill., 1 tables

Ideal for courses in educational foundations, social work, teacher education, sociology, health and human services and, principal preparation classes.
Unschooling Critical Pedagogy, Unfixing Schools

John E. Petrovic

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

This book takes the reader through a journey into the practical and theoretical aspects of partner-based learning in bilingual early childhood environments. Beginning with chapter one, the authors present compelling arguments for the significance of this approach noting the parallels between partner-based collaborative learning and developmentally appropriate practices for young learners. Part one weaves in tenets of a LatCrit perspective to highlight intersections of a social justice orientation to learning and teaching and a collaborative approach that capitalizes on the translingual partner construct unveiling the potential of bilingual children as meaning-makers and language problem solvers.

Engendering Cosmopolitanism Through the Local

Jacquelyn Chappel

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

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

This book takes the reader through a journey into the practical and theoretical aspects of partner-based learning in bilingual early childhood environments. Beginning with chapter one, the authors present compelling arguments for the significance of this approach noting the parallels between partner-based collaborative learning and developmentally appropriate practices for young learners. Part one weaves in tenets of a LatCrit perspective to highlight intersections of a social justice orientation to learning and teaching and a collaborative approach that capitalizes on the translingual partner construct unveiling the potential of bilingual children as meaning-makers and language problem solvers.

This book is appropriate for undergraduate and graduate (masters’ level) courses on developmentally appropriate practices for young children and those related to bilingual, multilingual education. Given the breadth of aspects related to cognitive, linguistic and socio emotional aspects of learning that this book addresses, it can be used across a variety of courses in education.

Ideal for graduate level courses in Multicultural Education, Philosophy of Education, and Educational Policy

Engendering Cosmopolitanism Through the Local presents a critique of multicultural education, which tends to focus on multiculturalism at the expense of a truly international curriculum. While lessons in multiculturalism are oftentimes well intentioned, this book begins with the premise that we do a disservice by imparting lessons in international culture and history through multiculturalism, which can perpetuate insularity even as it claims to promote global coverage. The book offers background on World Literature, a term used for one hundred years to refer to a global literary tradition; reviews the numerous challenges of reading cross culturally; and provides an overview of cosmopolitanism, a two-thousand-year-old concept referring to our ability to appreciate cultures and nations different from our own. The book also shares the stories of three teachers who engaged their students with international literature by connecting texts topically or thematically with the students’ lived experiences. The book closes with suggested curriculum on modern Chinese literature. Engendering Cosmopolitanism Through the Local provides important and practical background information invaluable to courses on literacy, children’s literature, multicultural education, and global studies.

Ideal for graduate and undergraduate courses in literacy, International/Global Education, and Multicultural Education.
Qualitative Research Creative Writing courses, and Comparative Language Education courses

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

How Stories Teach Us
Composition, Life Writing, and Blended Scholarship

New York, 2019

In How Stories Teach Us, Robillard and Combs leave behind the debate between the personal and the academic in composition studies in order to witness what happens when composition scholars allow both the personal and the academic to act upon them in the stories they tell. The editors and contributors, in blending their scholarship, celebrate the influence of life writing on their work and allow the contexts of their lives and the urgency of their stories to blend together for a range of approaches to scholarship and essay writing. The blended scholarship included in this collection features scholars and teachers dealing with loss, grief, illness, trauma, depression, abuse, gender identity, and the ravages of time. How Stories Teach Us is both a challenge and an invitation to composition scholars to pursue a fuller and more robust approach to their scholarship and life stories. It is also an invitation to teachers of composition to open up the potentials of blended scholarship to the students they teach.

Ideal for upper level undergraduate courses in advanced composition, life writing/narrative in theory and practice, and graduate seminars in rhetoric and composition studies.

Pedagogy of Life
A Tale of Names and Literacy

Rosa Hong Chen

Pedagogy of Life
A Tale of Names and Literacy


Pedagogy of Life takes its readers through the echoing stories of the half-century, historical Cultural Revolution of China to the literate lifeworld today. Rosa Hong Chen offers a gripping array of personal and kindred stories woven into the power of words and empathy of art through the volutes of writing and dancing for life, expressing genera of warm melancholy, weighty sensations, compulsive sobs, and refrained elation. It is for the existential history of individual lives and communal sharing that life creates a pedagogical condition of possible experiences. Life itself forms a historical and social path of human growth and maturation. In a philosophical and educational autoethnographical inquiry, the author examines the nature of literacy for those marginalized and oppressed; Chen explores how one’s name and the ways in which that name is used affect a person’s self-knowing and knowing of the world. This book exemplifies the idea that individuals’ autobiographical stories are importantly connected to wider cultural, political, and social meaning and understanding. Pedagogy of Life echoes readers’ musings, affects, relations, imagination, choice, learning, teaching, and much more, because we, each and all, have our own names, ways of uttering, writing, and dancing, and, ultimately, our own ways of living, knowing, and becoming.

Ideal for undergraduate and graduate courses in Curriculum Studies, Philosophy of Education, Language and Literacy Courses, Arts Education, Jerry Worley • Logan Roskell

Building, Maintaining, and Repairing Classroom Relationships

This Room of Earth and Sky

New York, 2019

Now, more than ever, students need our support. To meet their needs, we try to influence our students to break from the mainstream by inspecting their experiences, and therefore expressing their own values. This endeavor will lead to making choices that are best for them and others. An important pillar to our teaching philosophies is supporting our students in both relating and connecting to society, to have hope and joy for meeting the day full on. We believe in allowing students the opportunity to reveal their life histories, experiences, perspectives, and expectations while themed with the curriculum in our classes. This process will naturally build inter-subjectivity. A higher instance of inter-subjectivity will lead to meaningful relationships and higher achievement. In turn, this will lead to stronger social relatedness and connectedness. The purpose of Building, Maintaining, and Repairing Classroom Relationships: This Room of Earth and Sky is simple: to quickly build classroom relationships in a metaphorical, colorful, and creative way. We try to accomplish this goal by theming our curriculum with phenomenology, experience, and values clarification (PEVC) strategies. We have written this book for all teachers and schools, PK-12 to higher education. The importance of building, maintaining, and repairing relationships is constant. It never lets up. In our work place, we have dealt with the insufferable, the unbearable. We can either give up or seek a solution. We choose to continue crafting and mending relationships. To meet the needs of a variety of educators and leaders, this book is set up in concrete, sequential, and linear fashion. It is arranged to be browsed for quick reference for the teachers who are busy and need relationship building strategies, fast.

Ideal for courses in Teaching the Social Sciences; Social Studies Curriculum and Instruction; General Methods of Teaching; Social Foundations; and Historical, Legal, and Philosophical Foundations of Education.
Christopher McMaster • Benjamin Whitburn (eds.)

Disability at the University
A Disabled Students’ Manifesto

New York, 2019

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

Ideal for graduate seminars related to social inclusion and exclusion, educational inclusion, educational leadership, youth studies and youth ‘work, counselling, critical social work, psychiatry and psychology, school counselling and school psychology, qualitative methodology, behaviour management, applied sociology, and applied ethnmethodology.

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

Dismantling the Disabling Environments of Education
Creating New Cultures and Contexts for Accommodating Difference

New York, 2019

The chapters in Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference challenge assumptions that view people of difference to be “abnormal,” that isolate attention to their difference solely in the individual, that treat areas of difference as matters of deficiency, and that separate youth of difference from the mainstream and treat them as pathologized. As outsiders to mainstream special education, the authors of this collection take a more social and cultural perspective that views the surrounding social environment as at least as problematic as any point of difference in any individual. Most of the scholars contributing to this volume work with preservice and inservice teachers and grapple with issues of curriculum and pedagogy. One of the primary audiences we hope to reach with this book is our colleagues and practitioners who have not made special education or disability studies the focus of their careers, but who, like we, are determined to engage with the full range of people who attend schools. Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference can be a valuable text for undergraduate and graduate courses in teacher education, as it addresses key issues of inclusion, diversity, equity, and differentiated approaches to educating the full range of students.

Ideal for graduate level courses such as Curriculum Design and Development courses in Science and mathematics, Assessment and Evaluation of Mathematics and Science Learning, Contemporary issues in Urban Education, Ideal for graduate level courses such as Curriculum Design and Development courses in Science and mathematics, Assessment and Evaluation of Mathematics and Science Learning, Contemporary issues in Urban Education, Current Trends in STEM Education, Science and Society, Preparation of Teachers for Urban STEM Classrooms, and Transformative Education in STEM.
Indigenous Sustainable Wisdom
First Nation Know-How for Global Flourishing

New York, 2019

ISBN 978-1-4331-6364-7

Indigenous Sustainable Wisdom: First Nation Know-How for Global Flourishing’s contributors describe ways of being in the world that reflect a worldview that guided humanity for 99% of human history: They describe the practical traditional wisdom that stems from Nature-based relational cultures that were or are guided by this worldview. Such cultures did not cause the kinds of anti-Nature and de-humanizing or inequitable policies and practices that now pervade our world. Far from romanticizing Indigenous histories, Indigenous Sustainable Wisdom offers facts about how human beings, with our potential for good and evil behaviors, can live in relative harmony again. Contributions cover views from anthropology, psychology, sociology, leadership, nature science, native history, and native art.

Can a book change the world? If books were integral to the creation of the imperial global order, what role have they played in resisting that order throughout the twentieth century? To what extent have theories and movements of anti-imperial and anticolonial resistance across the planet been shaped by books as they are read across the world? Fighting Words responds to these questions by examining how the book as a cultural form has fuelled resistance to empire in the long twentieth century. Through fifteen case studies that bring together literary, historical and book historical perspectives, this collection explores the ways in which books have circulated anti-imperial ideas, as they themselves have circulated as objects and commodities within regional, national and transnational networks. What emerges is a complex portrait of the vital and multifaceted role played by the book in both the formation and the form of anticolonial resistance, and the development of the postcolonial world.

Ideal for courses in postcolonial literature & postcolonial theory.

Axel Goodbody • Adeline Johns-Putra (eds.)

**CLI-FI**

A Companion

Oxford, 2019. VIII, 236 pp., 31 fig. col. [Genre Fiction and Film Companions. Vol. 2 ]


pb. CHF 50.– / € 42.95 / £ 34.20 / US-$ 47.95


CHF 39.– / € 33.95 / £ 25.– / US-$ 37.95

What is CLI-FI? Climate change fiction is a new literary phenomenon that emerged at the turn of the twenty-first century in response to what may be society’s greatest challenge. Climate change is already part responsible for extreme weather events, flooding, desertification and sea level rise, leading to famine, the spread of disease, and population displacement. CLI-FI novels and films are typically set in the future, telling of disaster and its effect on human beings, or they depict the present, beset by dilemmas, conflicts or conspiracies, and pointing to grave consequences. At their heart are ethical and political questions: will human-kind rise to the challenge of acting collectively, in the interest of the future? What sacrifices will be necessary, and is a green dictatorship our only hope for survival as a species? Each chapter in this volume offers a way of reading a particular literary text or film, drawing attention to themes, formal features, reception, contribution to public debate, and issues for class discussion. Popular novels and films (Kim Stanley Robinson’s *Science in the Capitol* trilogy, Michael Crichton’s *State of Fear*, Ian McEwan’s *Solar*, and *The Day after Tomorrow*) are examined alongside lesser known writing (for instance J. G. Ballard’s *proto-climate change* novel *The Drowned World* and Antti Tuomainen’s Finnish thriller, *The Healer*), and films not generally thought of as being about climate change (*Frozen* and *Take Shelter*). The book, which includes an introduction tracing the emergence and influence of cli-fi, is directed towards general readers and film enthusiasts as well as teachers and students. Written in an accessible style, it fills the gap between academic studies and online blogs, offering a comprehensive look at this timely new genre.

**Ideal for course in climate fiction & climate change.**

Charlotte L. Kent

**Writing for College and Beyond**

Life Lessons from the College Composition Classroom

New York, 2019

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

ISBN 978-1-4331-4722-7

pb. CHF 50.– / € 42.95 / £ 34.– / US-$ 47.95
ebook ISBN 978-1-4331-5694-6

CHF 39.– / € 33.95 / £ 25.– / US-$ 37.95

**Writing for College and Beyond: Life Lessons from the College Composition Classroom** introduces the practical ways that the basic skills taught in the Freshman Composition course apply to the work place and in life. The composition class is a pre-requisite and General Education course for most colleges and universities in the United States and reaches students in every area of study. As people wonder about the value of a liberal arts education, and question whether colleges and universities are truly preparing students for the workforce, *Writing for College and Beyond* challenges those arguments by pointing out exactly how classroom policies and writing assignments apply beyond school walls. Professors, lecturers, and graduate students teaching Freshman Composition courses will find this book helpful. Also administrators who service the Freshman Composition population, such as Writing Center Directors will also find *Writing for College and Beyond: Life Lessons from the College Composition Classroom* a wonderful aid.

**Ideal for undergraduate English composition classes, Composition, Writing Across the Curriculum, and Writing Across the Disciplines.**

David M. Mark • David Stea • Carmelita Topaha (eds.)

**An Illustrated Dictionary of Navajo Landscape Terms**

New York, 2019. XVIII, 98 pp., 44 color ill.


pb. CHF 42.– / € 36.95 / £ 34.20 / US-$ 40.95

CHF 103.– / € 89.95 / £ 83.30 / US-$ 99.95

The Navajo language (Diné bizaad) has a vocabulary of landscape terms that allows speakers to communicate about their environment. This book documents that vocabulary and provides photographic illustration of many of the terms. The meanings of these terms seldom match the English-language terms one-to-one. Terms include explicit reference to earth materials such as water or rock/stone. Rather than alphabetically, this book is organized by material and form categories. This dictionary is a valuable resource for language preservation in schools and elsewhere, and for linguists, anthropologists, geographers, and earth scientists interested in indigenous conceptualization of landscape and environment.

**Ideal for advanced courses in linguistics, Navajo languages, and Native American Studies.**

The Navajo language (Diné bizaad) has a vocabulary of landscape terms that allows speakers to communicate about their environment. This book documents that vocabulary and provides photographic illustration of many of the terms. The meanings of these terms seldom match the English-language terms one-to-one. Terms include explicit reference to earth materials such as water or rock/stone. Rather than alphabetically, this book is organized by material and form categories. This dictionary is a valuable resource for language preservation in schools and elsewhere, and for linguists, anthropologists, geographers, and earth scientists interested in indigenous conceptualization of landscape and environment.

**Ideal for advanced courses in linguistics, Navajo languages, and Native American Studies.**
Celebrity and Youth

Mediated Audiences, Fame Aspirations, and Identity Formation

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

Mediated Youth. Vol. 29

pb. ISBN 978-1-4331-4309-0
CHF 55.– / €D 47.95 / €A 48.60 / € 44.20 / £ 36.– / US-$ 52.95
ebook ISBN 978-1-4331-4311-3
CHF 98.– / €D 94.95 / €A 95.– / € 95.80 / £ 84.– / US-$ 104.95
hb. ISBN 978-1-4331-4310-6
CHF 129.– / €D 111.95 / €A 114.60 / € 104.20 / £ 84.– / US-$ 124.95

Celebrity and Youth: Mediated Audiences, Fame Aspirations, and Identity Formation makes an examination of contemporary celebrity culture with an emphasis on how young celebrities are manufactured, how fan communities are cultivated, and how young audiences consume and aspire to fame. This book foregrounds considerations of diversity within celebrity and fan cultures, and takes an international perspective on the production of stardom. Chapters include interviews with professional athletes in the United States about their experiences with stardom after coming out as gay, and interviews with young people in Europe about their consumption of celebrity and aspirations of achieving fame via social media. Other chapters include interviews with young Canadian women that illuminate the potential influence of famous feminists on audience political engagement, and critical analysis of media narratives about race, happiness, cultural appropriation, and popular feminisms. The current anthology brings together scholarship from Canada, the United States, Spain, and Portugal to demonstrate the commonality of youth experiences with celebrity in diverse cultural settings.

Ideal for upper level undergraduate courses in media & gender.

Beyond Princess Culture: Gender and Children’s Marketing

Katherine A. Foss (ed.)


Mediated Youth. Vol. 32

pb. ISBN 978-1-4331-5632-8
CHF 50.– / €D 42.95 / €A 44.– / € 40.– / £ 32.– / US-$ 47.95
ebook ISBN 978-1-4331-5636-6
hb. ISBN 978-1-4331-5635-9
CHF 129.– / €D 111.95 / €A 114.60 / € 104.20 / £ 84.– / US-$ 124.95
CHF 50.– / €D 47.95 / €A 48.– / € 40.– / £ 32.– / US-$ 47.95

Beyond Princess Culture: Gender and Children’s Marketing explores the impact of a post-princess space, examining potential agency and empowerment in the products’ users while acknowledging that at least some alternatives continue to perpetuate components of the rigidly gender-coded princess culture. This book collectively critiques the commodification of the post-princess child consumer through analysis of historical and contemporary toys, video games, clothing, websites, and other popular culture phenomena. Guided by theories from feminist and gender studies, Beyond Princess Culture demonstrates how the marketing of children’s products has and continues to perpetuate and challenge hegemonic notions of gender, race, ethnicity, ability, and other positions of intersectionality, as situated in the social, economic, and historical contexts.

Ideal for upper level undergraduate courses in Children & Media, Women & the Media Courses in Education, Media Studies, and Sociology.

The Teacher’s Closet

Heather A. Cooper

Lesbian and Gay Educators in Georgia’s Public Middle Schools


pb. ISBN 978-1-4331-6111-7
CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95
ebook ISBN 978-1-4331-6011-0
CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-$ 40.95
hb. ISBN 978-1-4331-6112-4
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-$ 114.95

The stories in The Teacher’s Closet: Lesbian and Gay Educators in Georgia’s Public Middle Schools reveal the intricate and multifaceted process of identity management that lesbian and gay Georgia middle school teachers regularly engage in, with the intention of carefully negotiating the conservative, heterosexist, and at times homophobic culture of education. Disclosure for a homosexual teacher is not a one-time event. As the stories reveal, managing one’s sexual identity is an ongoing process. A feeling of uneasiness surrounding acceptance from others is also a regular occurrence in the homosexual community. To understand why lesbian and gay teachers feel the need to conceal and protect their homosexual identities, it is necessary to understand the social and political climate that forces them to surrender their real identity. In our heterosexist society where homosexuals are often portrayed as different, even sinful, it is not surprising that many homosexual teachers refrain from disclosing their sexual identity to their students, especially in the conservative state of Georgia. The Teacher’s Closet is relevant to courses that include diversity in teacher education and teach inclusion and equality in education.

Ideal for courses in diversity in teacher education and inclusion and equality in education.
What’s with the men in menstruation? This is the question Men in Menstruation: A Social Transaction sets out to answer. From earliest times men have been puzzled and perplexed by the menstrual cycle and have constructed elaborate taboos, superstitions, and practices attempting to explain why women have a periodical emission of a fluid that resembles blood but is not the result of an injury or affliction. In other words, men want to know why it is possible to bleed and not die. In order to understand what goes on between men and women in the presence of menstruation, this book examines a variety of encounters, referred to as “menstrual transactions.” From the three women in the Bible who are identified as menstruating to contemporary films, advertising, TV programs and literature, the book explores a wide range of transactions, even including Prince Charles’s close encounter of a menstrual kind. The book will appeal to anyone interested in gaining insights into the mystery of menstruation as well as students of gender and women’s studies or media theory and history.

Ideal for upper level undergraduate & graduate courses in gender studies and media studies.

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

Gender Issues in Latin America and Spain

Multidisciplinary Perspectives

New York, 2019

Critical Studies of Latinxs in the Americas. Vol. 20

pb. ISBN 978-1-4331-6101-8

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

ebook ISBN 978-1-4331-6100-1

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

hb. ISBN 978-1-4331-6100-1

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

The Universal Declaration of Human Rights marked a fundamental milestone for the defense of equality between men and women. However, to this day, its development and implementation in everyday practices within diverse social, labor and educational environments remains to be seen. As education is the basis for the prevention of gender discrimination and violence, it is crucial that professionals in their respective fields are familiar with inclusiveness strategies in order to be able to integrate a gender perspective in their teaching. In this bilingual volume, which includes contributions in both English and Spanish, researchers from Europe and the Americas come together to analyze and reflect on gender issues from a multidisciplinary perspective: from improving gender education in schools and universities, to tackling the gender pay gap and gender-based violence, and understanding the role of gender in both contemporary migratory processes and criminality. Learning from theory and practice is fundamental for paving the way to greater equality all around the world, as it is not enough being aware of the importance of gender equality and our right to it; rather, it is our actions that make it possible to enact change in situations in which inequality continues to manifest itself.

Ideal for courses in anthropology, education, migration, gender studies, and ethnic studies.

Nicholas Benequista · Susan Abbott · Paul Rothman · Winston Mano (eds.)

International Media Development

Historical Perspectives and New Frontiers

New York, 2019

Mass Communication and Journalism. Vol. 23

pb. ISBN 978-1-4331-5148-4

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

ebook ISBN 978-1-4331-5149-1

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

hb. ISBN 978-1-4331-5147-7

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

This collection is the first of its kind on the topic of media development. It brings together luminary thinkers in the field—both researchers and practitioners—to reflect on how advocacy groups, researchers, the international community and others can work to ensure that media can continue to serve as a force of democracy and development. But that mission faces considerable challenges. Media development paradigms are still too frequently associated with Western prejudices, or out of touch with the digital age. As we move past Western blueprints and into an uncertain digital future, what does media development mean? If we are to act meaningfully to shape the future of our increasingly mediated societies, we must answer this question.

Ideal for international development and media studies courses.

Edward Downs (ed.)

The Dark Side of Media and Technology

A 21st Century Guide to Media and Technological Literacy

New York, 2019. XVIII, 324 pp. 3 b/w ills.

pb. ISBN 978-1-4331-4900-9

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

ebook ISBN 978-1-4331-4902-3

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

hb. ISBN 978-1-4331-4901-6

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

The Dark Side of Media and Technology: A 21st Century Guide to Media and Technological Literacy is Herculean in its effort to survey for landmines in a rapidly changing media landscape. The book identifies four dark outcomes related to media and technology use in the 21st century, and balances the dark side with four points of light that are the keys to taking ownership of a media- and technology-saturated world. The text contains an impressive list of multi-disciplinary experts and cutting-edge researchers who approach 25 separate dark side issues with concise, highly readable chapters, replete with unique recommenda-
When the car and radio became intertwined, a mutually invigorating relationship developed whenever previously unrelated technologies became interwoven and formed a symbiosis that develops whenever previously unrelated technologies become interweaved. The nascent interconnectivity between the early car and radio developers, and what they did to help each other, is another aspect of cultural history that is explored in Moving Sounds.

Ideal for introductory courses in media history, broadcast history, and radio history.

Gary Kenton
Transmission and Transgression
How Televised Rockaphobia Helped Create the Counter-Culture

New York, 2019
Visual Communication, Vol. 9

Ryan Lizardi (ed.)
Subjective Experiences of Interactive Nostalgia

New York, 2019
the government can regulate speech; and practical issues that are related to media law. This book is perfect for courses in media or communications law, or a combination course in journalism law and ethics, as it covers both the legal and ethical aspects of communication.

Ideal for upper-level undergraduate and graduate classes in Media Law, Communications Law, Journalism Law, Legal Aspects of Communication, and Media Law and Ethics.

Ishita Sinha Roy

Manufacturing Indianess

Nation-Branding and Postcolonial Identity


Journalism for Social Justice: A Cultural History of Social Movement Media from Abolition to #womensmarch argues that to better understand the evolution, impact, and future of digital social justice media we need to understand their connections to a venerable print culture of dissent. This cultural history seeks to deepen and contextualize knowledge about digital activist journalism by training the lens of social movement theory back on the nearly forgotten role of eighteenth-century American social justice journals in effecting significant social change. The book deliberately conflates «social movement media» with newer and broader conceptions of «social justice journalism» to highlight changing definitions of journalism in the digital era. It uses framing theory, social movement theory, and theories about the power of facts and emotion in storytelling to show how social movement media practice journalism to mobilize collective action for their cause. After tracing the evolution and functions of each social justice movement’s print culture, each chapter concludes with a comparison to its online counterparts to illuminate links with digital media. The book concludes that digital activist journalism, while in some ways unique, also shares continuities and commonalities with its print predecessors.

Ideal for upper level undergraduate and graduate journalism and mass communication courses in social justice, political economy approaches, affective theory, cultural geography, and Branding exercises in neoliberal India, utilizing the fetish as a critical device to demonstrate how postcolonial nation-building can become colonizing. Using interviews with media-makers and nation-branding professionals, postcolonial theory, media and cultural studies, psychoanalytic theories, political economy approaches, affective theory, cultural geography, and Branding and marketing perspectives, Manufacturing Indianess provides an insightful and academically sophisticated investigation into how the Indian state and its corporate partners have merged cultural/ethnic nationalism (Hindutva) with neoliberalism to form the ultimate fetish of Brand India.

Ideal for upper level undergraduate & graduate courses in Media & Cultural Politics, Media Consumption, and Media & Identity

Linda J. Lumsden

Social Justice Journalism

A Cultural History of Social Movement Media from Abolition to #womensmarch

New York, 2019

AEJMC - Peter Lang Scholarsourcing Series. Vol. 2

pb. ISBN 978-1-4331-4802-6
CHF 129.– / €D 111.95 / €A 114.60 / € 104.20 / £ 84.– / US-$ 124.95

This cultural biography tells the story of Birmingham World editor Emory O. Jackson. During his 35-year career in Alabama, he waged numerous sustained civil-rights campaigns for the franchise, equal educational opportunities, and justice for the victims of police brutality and bombings. The semiweekly newspaper was central to his advocacy. Jackson wrote editorials and columns that documented injustices and urged legislative and legal action in an effort to secure civil rights for Black Alabamians. His body of work, grounded in protest and passion, was part of the long tradition of the Black Press as an instrument to agitate for social and political change. Jackson also was a frequent speaker at NAACP branches, colleges, and churches. He was known as a commanding, even fiery, speaker who stressed first-class citizenship. Issues explored in the book demonstrate an assertion of constitutional rights in post-World War II America and a remarkable resilience. Editor Emory O. Jackson, the Birmingham World, and the Fight for Civil Rights in Alabama, 1940-1975, is the first scholarly analysis of his work and as such contributes to scholarship on the Civil Rights Movement in Alabama and the nation.

Ideal for upper level undergraduate and graduate courses in Journalism & Community, History of Journalism, Journalism, and Race, Gender & the Media.
Allison M. Alford • Michelle Miller-Day (eds.)

**Constructing Motherhood and Daughterhood Across the Lifespan**

New York, 2019


**Women’s Voices of Duty and Destiny**

New York, 2019

**New Media, Communication, and Society**

A Fast, Straightforward Examination of Key Topics

New York, 2019

**Speaking of Religion. Vol. 1**

New York, 2019

**A Critical Introduction to Media and Communication Theory**

New York, 2019

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This timely book explores the complex dynamics between mother and daughter over the lifespan. We believe that these vital family roles are socially and communicatively constructed, shaped, and molded as mothers and daughters navigate, respond to, and negotiate cultural and familial discourses. Aimed at undergraduate students, *Constructing Motherhood and Daughterhood across the Lifespan* includes course activities and discussion questions in every chapter and a complete term syllabus to power up a professor’s teaching, providing a smooth route for adoption as a course text. This book builds on and contributes to the critical and theoretical research in family communication, media studies, and gender studies, delving into the nuanced communication surrounding motherhood and daughterhood in the U.S.

"This textbook is ideal for upper division undergraduate courses in Family Communication, Lifespan studies, or Mother-Daughter communication, in addition to Women’s and Gender Studies courses and graduate courses in interpersonal and family communication..."

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Mary Ann Allison - Cheryl A. Casey

**New Media, Communication, and Society**

A Fast, Straightforward Examination of Key Topics

New York, 2019

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Elizabeth McLaughlin

**Women’s Voices of Duty and Destiny**

Religious Speeches Transcending Gender


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Lana F. Rakow

**A Critical Introduction to Media and Communication Theory**

New York, 2019

**Speaking of Religion. Vol. 1**

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This book collection is a celebration of women who speak truth to power in the public square. A perfect fit for undergraduate students of rhetoric, gender, religion and history, *Women’s Voices of Duty and Destiny* showcases the speech texts of women addressing societal issues from the values of their religious beliefs and discourse communities. Between the tensions of the duty of gender roles and human destiny, these global voices representing different time periods and religions address the thematic issues of faith, society, education, reform, freedom and peace-making. Written in clear, straightforward language, students will directly encounter the words and voices of leaders who strive to make the world better for all in the quest for human dignity. Each speaker seeks to forward the transcendent value of human freedom as reinforced by her explicit references to the divine. This collection is appropriate for 200-400 level undergraduate classes and offers a broad sampling of women who speak in the public square.

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Lana F. Rakow

**A Critical Introduction to Media and Communication Theory. Vol. 11**

New York, 2019
in theory, history, and philosophy of communication and will relevant to other disciplines with interests in pragmatism, feminist and race theory, technology, and cultural studies.

Ideal for advanced undergraduate and graduate communication courses in history, theory, philosophy, cultural studies, journalism, public relations, rhetoric.

Patricia Moy · Donald Matheson (eds.)

Voices
Exploring the Shifting Contours of Communication

New York, 2019
ICA International Communication Association Annual Conference Theme Book Series. Vol. 6

CHF 50.– / €D 47.95 / €A 48.– / € 40 .– / £ 32 .– / US-$ 47 .95
ebook ISBN 978-1-4331-6255-8
hh ISBN 978-1-4331-6619-8
CHF 129.– / €D 111.95 / €A 114.60 / € 104 .– / £ 84 .– / US-$ 124 .95

This edited volume on voices arose from the 2018 International Communication Association conference in Prague, Czech Republic. The contributions examine the conference’s central theme from multiple epistemological approaches, a host of methodologies, and numerous levels of analysis. They reveal how studying voice—or the plurality of voices—illuminates the process by which it is fostered and/or constrained as well as the conditions under which it is expressed and/or stifled. More important, the study of voice sheds light on the process by which it impacts behaviors, defines relationships, influences policies, and shapes the world in which we live. In other words, studies of voice are not relegated to a few domains, but interface with myriad discourses, actors, processes, and outcomes.

Ideal for graduate level courses seminars in communication theory.

Betteke van Ruler · Frank Körver

The Communication Strategy Handbook
A Toolkit for Creating a Winning Strategy

New York, 2019

CHF 118.– / €D 102.95 / €A 105.40 / € 89 .80 / £ 77.– / US-$ 114 .95

Strategic development is one of the most daunting challenges that faces any professional, no matter the field. After all, stakes are high. Developing effective strategies can put you on the path to becoming a trusted advisor and a valued employee. The Communication Strategy Framework introduced in this handbook has been designed to help professionals make targeted choices toward strategic communication. Taking an iterative approach and continually reflecting on whether your choices remain congruent enables you to continually adapt to changing circumstances while staying in command. Linear planning models are ineffective. Quick strategy development can revolutionize the communication function and strengthen the relationship amongst members of a professional team. Linking communication and business strategy is the number one challenge for today’s communication practitioners. Many CEOs still view the communication department as no more than as a tactical entity providing outreach but little else. It is time to fundamentally rethink how strategic communication is developed and start using modern tools to do this. The Communication Strategy Framework facilitates the communication professional to forcefully and efficiently make the right choices. It compels individuals to think about how communication can contribute to achieving the organization or client’s goals. As a result, it provides a clear picture of your communication strategy in one page by putting superfluous details aside and concentrating on the essentials. The Communication Strategy Framework has proven to be an instant eye-opener for clients and other stakeholders. A best-seller amongst professionals in the Netherlands, it is available for the first time in English. This step-by-step guide to creating strategic communication will help communicators of all types—from professionals and clients to students and teachers!

Ideal for upper level undergraduate classes in communication strategy and project management.

Jennifer H. Waldeck · David R. Seibold (eds.)

Consulting That Matters
A Handbook for Scholars and Practitioners


CHF 49. – / €D 41.95 / €A 43.10 / € 39 .20 / £ 32 .– / US-$ 46 .95
ebook ISBN 978-1-4331-6254-1
hh ISBN 978-1-4331-6618-1
CHF 172.95 / €D 152.95 / €A 156.55 / € 142 .95 / £ 134.20 / US-$ 185 .95

Each year, thousands of consulting contracts are awarded by organizations to experts who help them with challenges involving people, processes, technologies, goals, resource allocation, decision making, problem solving, and more. These experts—consultants—diagnose problems, recommend solutions, facilitate interventions, and evaluate outcomes that are often related to human communication. Some consultants are academicians skilled in both doing and interpreting research for clients; others are practitioners with little use for research and theory. Driving all of the ideas showcased in Consulting That Matters: A Handbook for Scholars and Practitioners is the premise that sound theory and research are critical to consulting success, and should be the blueprints for successful organizational transformation. Thus, this book is for all types of consultants, including the very best who are at the top of their games and those who believe theory and research belong in ivory towers, not business settings. Featuring a “who’s who” of preeminent communication scholars/consultants, each author shares frameworks, strategies, and examples from their own diverse experiences, all grounded in rich, substantive theory and research. The volume offers even the most skilled and experienced consultants a range of alternative approaches, paradigms, and competencies to build their credibility and make them more valuable to their clients in a dynamic, ever-evolving business climate.

Ideal for courses in Organizational Communication, Communication Consulting, and Communication Research.

consulting that matters
Imagined interactions (IIs) can be used as a type of self-therapy when dealing with stress and trauma. We often have IIs in terms of flashbacks as portrayed in movies. It is hoped that this volume will inspire some people to use IIs as a type of self-therapy and to realize that having IIs in everyday life is a normal part of daydreaming and mental imagery. IIs can be used productively as well as dysfunctionally. Hence, it is up to the individual to decide how they use IIs to deal with stress and trauma. Benefits of IIs include helping people rehearse strategies, reduce primary tension (which occurs before or at the beginning of interactions), and gain others’ viewpoints. Even though, you can think positively or negatively, thinking positively may be easier said than done. Human survival and mental health require a balance between optimism and pessimism. Individuals gain more self-understanding by thinking about interactions. It is a process called self-perception that clarifies feelings about people and topics. IIs can improve mood by reducing tension through the catharsis function. They help us understand our beliefs. The book is divided into three sections. Section 1 discusses how IIs can deal with teasing, bullying, abuse, and conflict. Section 2 covers physical, emotional, and material loss. Section 3 is concerned with policy concerns including hurricane evacuations, environmental concerns, police encounters, and presidential politics. Ideal for courses in social work, therapy, cognitive behavioral therapy, clinical psychology, cognitive psychology, interpersonal communication, and interperson communication.

Daniel Grano • Michael Butterworth (eds.)

Sport, Rhetoric, and Political Struggle

New York, 2019

Frontiers in Political Communication. Vol. 35

Sport, Rhetoric, and Political Struggle addresses a needed next step for advancing sport as a site of inquiry in rhetorical studies. The book claims that sport is central to contemporary antagonisms over, for example, gender and sexual binarism, queer visibilities, race and labor relations, public health, domestic violence, global institutional corruption, and posthuman body politics. The authors’ attention to such antagonisms entails a dual focus: they argue (1) that sport does not function in isolation and that, moreover, relations of power take particular shape within, through, and around sport; and (2) that rhetorical studies of sport are not merely «about sport,» but instead are integral to larger theoretical and ethical concerns that animate the discipline. The essays collected in this book contextualize sport and political struggle, examine the mobilization of resistance in sporting contexts, identify ongoing stigmas that present limitations in and around sport, and attend to prevailing ideological features that provoke questions for future research. In short, the authors demonstrate how and why sport is not only important, but how it is productive, how it offers understandings of practices or social formations or economies that scholars cannot get in quite the same way elsewhere. Ideal for upper level undergraduate courses in rhetoric of sports, sport, communication and society, political activism in sport communication and sports.

Andrea Miller • Jinx Coleman Broussard

Public Relations and Journalism in Times of Crisis

A Symbiotic Partnership

New York, 2019 

Public Relations and Journalism in Times of Crisis

Frontiers in Political Communication. Vol. 43

This edited collection explores ways to better understand the rhetorical workings of political executives, especially the United States president. Scholars of the presidency, rhetorical theorists and critics, and various authors examine the ways in which presidents use the institution, the media, and popular culture to instantiate, expand, and wield executive power. Ideal for undergraduate and graduate courses on presidential rhetoric and political communication.

Stephen J. Heidt • Mary E. Stuckey (eds.)

Reading the Presidency

Advances in Presidential Rhetoric


Public Relations and Journalism in Times of Crisis: A Symbiotic Partnership dissects crisis communication case studies from both the journalists’ and the public relations professionals’ perspectives. The authors, Andrea Miller, a former journalist, and Jinx Broussard, a former public relations professional, interviewed dozens of journalists and PR professionals in...
volved in some of the most visible crises of the last few years: Hurricane Katrina, Ebola in America, Blue Bell Ice Cream recall, Susan G. Komen vs. Planned Parenthood, race relations in Ferguson, Missouri and the University of Missouri, the Baton Rouge great flood of 2016, and the Sandy Hook Elementary School shooting. Hundreds of press releases and press stories were also reviewed. The authors provide practical strategies for working journalists and public relations practitioners to enhance the flow of information in a crisis so that audiences and stakeholders can make educated, rational decisions to protect their families and livelihoods. The book also acquaints professors and students of PR and journalism with the realities of covering and managing crises, including what works and why, as well as mistakes that occur that damage their organizations. Miller and Broussard’s work is unique for its analysis of the communication of cases from both perspectives. At the end of each case are takeaways for both sets of professionals, as well as industry best practice suggestions.

Ideal for upper level undergraduate and graduate communication, business, and public administration courses in crisis coverage, crisis communication, and public relations strategies.

Donald L. Shaw • Milad Minoole • Deb Aikat • Chris J. Vargo

Agendamelding
News, Social Media, Audiences, and Civic Community

New York, 2019

Ideal for upper level undergraduate and graduate communication, journalism and political science courses in public opinion or theory.

Heather Suzanne Woods • Leslie A. Hahner

Make America Meme Again
The Rhetoric of the Alt-Right

New York, 2019. XIX, 258 pp., 9 b/w ill.

Frontiers in Political Communication. Vol. 45

As demonstrated by the 2016 presidential election, memes have become the master tactic par excellence for the promotional and recruitment efforts of the Alt-right. Memes are not simply humorous shorthand or pithy assertions, but play a significant role in the machinations of politics and how the public comes to understand and respond to their government and its partners. Using the tools of rhetorical criticism, the authors detail how memetic persuasion operates, with a particular focus on the 2016 election of Donald J. Trump. Make America Meme Again reveals the rhetorical principles used to design Alt-right memes, outlining the myriad ways memes lure mainstream audiences to a number of extremist claims. In particular, this book argues that Alt-right memes impact the culture of digital boards and broader public culture by stultifying discourse, thereby shaping how publics congeal. The authors demonstrate that memes are a mechanism that proliferate white nationalism and exclusionary politics by spreading algorithmically through network cultures in ways that are often difficult to discern. Alt-right memes thus present a significant threat to democratic praxis, one that can begin to be combated through a rigorous rhetorical analysis of their power and influence. Make America Meme Again illuminates the function of networked persuasion for scholars and practitioners of rhetoric, media, and communication; political theorists; digital humanists; and anyone who has ever seen, crafted, or proliferated a meme.

Ideal for mid- to advanced level course and graduate courses in Communication Studies, Political Science, Media Studies, and Digital Humanities.

Kevin Dooley

Allegories and Metaphors in Early Political Thought
From Plato to Machiavelli


privatization of america's public institutions

Kevin Dooley

Allegories and Metaphors in Early Political Thought
From Plato to Machiavelli


pb. ISBN 978-1-4331-5467-6

hb. ISBN 978-1-4331-5468-3

Allegories and Metaphors in Early Political Thought: From Plato to Machiavelli examines allegories and metaphors that best exemplify the ideologies of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Niccolo Machiavelli. Author Kevin Dooley’s approach allows readers to gain a greater understanding of each thinker’s ideas through the lens of metaphor, which stimulates imaginative discussions and more thoughtful reflections.

Ideal for undergraduate introductory Political Philosophy course & advanced Early Political Thought seminars

Lawrence Baines

Privatization of America’s Public Institutions

The Story of the American Sellout

New York, 2019

pb. ISBN 978-1-4331-6432-3

hb. ISBN 978-1-4331-6433-0

Privatization of America’s Public Institutions describes the transformation of the military, K-12 public schools, public universities and colleges, and prisons into enterprises focused on generating profits for a select few. The following points are considered: private sector
employees outnumbering military personnel in American military engagements such as the conflicts in Iraq and Afghanistan; the misuse of funds by some administrators of charter and voucher schools, public university focus on tuition increases and generating new revenue while cutting academic programs; and increased prison population in the U.S., despite falling crime rates. The author shows how privatization has limited accessibility, promoted segregation, fueled declining standards, increased costs, and reduced quality.

**Ideal for political science, sociology, and public administration courses in Privatization, Private/Public Partnership and Efficiency; Law, Institutions, and Public Policy; and the Political Economy of Public Administration.**

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**Beyond Columbine**

School Violence and the Virtual

Julie A. Webber

School violence has become our new American horror story, but it also has its roots in the way it comments on western values with respect to violence, shame, mental illness, suicide, humanity, and the virtual. *Beyond Columbine: School Violence and the Virtual* offers a series of readings of school shooting episodes in the United States as well as similar cases in Finland, Germany, and Norway, among others and their relatedness. The book expands the author’s central premise from her earlier book *Failure to Hold*, which explores the hidden curriculum of American culture that is rooted in perceived inequality and the shame, rage, and violence that it provokes. In doing so, it goes further to explore the United States’ outdated perceptual apparatus based on a reflective liberal ideology and presents a new argument about proprioception: the combined effect of a sustained lack of thought (non-cognitive) in action that is engendered by digital media and virtual culture. The present interpretation of the virtual is not limited to video games but encompasses the entire perceptual field of information sharing and media stylization (e.g., social networking, television, and branding). More specifically, American culture has immersed itself so thoroughly in a digital world that its violence and responses to violence lack reflection to the point where it confuses data with certainty. School-related violence is presented as a dramatic series of events with Columbine as its pilot episode.

**Ideal for interdisciplinary courses in understanding & preventing violence & understanding school violence.**
Menah Pratt-Clarke

A Black Woman’s Journey from Cotton Picking to College Professor

Lessons about Race, Class, and Gender in America

New York, 2018. XXVI, 272 pp., 20 b/w ill.
Black Studies and Critical Thinking. Vol. 107
pb. ISBN 978-1-4331-4974-0
CHF 55.– / €D 47.95 / €A 48.60 / € 44.20 / £ 36.– / US-$ 52.95

From Cotton Picking to College Professor: Lessons about Race, Class, and Gender in America traces the journey and transformation of Mildred Sirls, a young Black girl in rural East Texas in the 1930s who picked cotton to help her family survive, to Dr. Mil- dred Pratt, Professor Emerita of Social Work, who, by lifting as she climbed, influenced hundreds of students and empowered a community.

As a daughter, sister, wife, mother, and scholar-activist, Mildred lived her core beliefs: she felt that it was important to validate individual human dignity; she recognized the power of determination and discipline as keys to success; and she had a commitment to empowering and serving others for the greater good of society. Such values not only characterized the life that she led, they are exemplified by the legacy she left. A Black Woman’s Journey from Cotton Picking to College Professor reflects those core values. It celebrates or- dinary lives and individuals; it demonstrates the value of hard work; and it illustrates the motto of the National Association of Colored Women, «lifting as we climb.»

A Black Woman’s Journey from Cotton Picking to College Professor can be used for courses in history, ethnic studies, African-American studies, English, literature, sociology, social work, and women’s studies. It will be of interest to sociologists, anthropologists, historians, political economists, philosophers, social justice advocates, humanists, humanitarians, faith-based activists, and philanthropists.

AESA 2018 Critics’ Choice Book Award

Virginia Lea - Darren E. Lund - Paul R. Carr (eds.)

Critical Multicultural Perspectives on Whiteness

Views from the Past and Present

Critical Multicultural Perspectives on Whiteness. Vol. 5
pb. ISBN 978-1-4331-2150-0
CHF 55.– / €D 47.95 / €A 48.60 / € 44.20 / £ 36.– / US-$ 52.95

Whiteness is a narrative. It is the privileged dimension of the complex story of «race» that was, and continues to be, seminal in shaping the socio-economic structure and cultural climate of the United States and other Western nations. Without acknowledging this story, it is impossible to understand fully the current political and social contexts in which we live. Critical Multicultural Perspectives on Whiteness explores multiple analyses of whiteness, drawing on both past and current key sources to tell the story in a more comprehensive way. This book features both iconic essays that ad- dress the social construction of whiteness and critical resistance as well as excellent new critical perspectives.

AESA 2018 Critics Choice Book Award

Andrew R. Smith · Isaac E. Catt · Igor E. Klyukanov

Communicology for the Human Sciences

New York, 2017. XL, 514 pp., 14 b/w ill., 2 tables
Communication inspired by the scholarship of Richard L. Lanigan, with emphasis on communicology as a human science. Lanigan’s syntheses of the philosophies of speech, language and discourse stemming from the works of Edmund Husserl, Maurice Merleau-Ponty, Michel Foucault, Julia Kristeva, Charles Sanders Peirce, Ro- man Jakobson, Umberto Eco, Pierre Bourdieu, Jurgen Reusch and Gregory Bateson, and many others offers a compelling framework for sys- tematic analysis of human communication in all domains of lived experience. This work de- fines the theory and method of the human sci- ences in general and the discipline of communicology in particular. The focus in this collec- tion is on the theoretical and methodological foundations for semiotic phenomenology whereby communication is recognized as consti- tutive of all human conscious experience and social relationships, involving gestural, nonver- bal, discursive, performative, artistic, poetic and mass mediated forms. The volume is divided into five thematic sections: Founding(s), which marks out primary influences on communicol- ogy conceived as a human science; Tropologic(s), which reveals how abduction, addition and semiosis are essential for understanding hu- man conduct in multiple forms of expression; Trans/formations, which addresses problems of change in self-other relations advancing an eth- ical life; Voicing Bodies/Embodied Voices, which elaborates the reversible relations between body and voice, and voice and world; and Horizons of Communicability, which takes up operative in- tentionalities that typically escape human con- scious experience. All chapters are original to this volume, written by leading international scholars in the philosophy of communication who cross several disciplinary boundaries in the human sciences.
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Philosophy and Theory in Higher Education

Journal Editor: John E. Petrovic

This first issue of Philosophy and Theory in Higher Education tackles the question of the Anthropocene as context and as concept in and for the study of higher education. Earth’s dominant species, the human, now rules precariously and wrestles with the power to manipulate planetary processes. So, what now? How can we configure the role and relevancy of higher education in such ontologically and epistemologically challenging conditions? What does it mean for higher education that the human is remaking its environment and consequently, remaking itself? What future/now for the institution that was built to generate, harbor, share, and provide leadership for the knowledge that might support the human condition and its social experiments at living? These are the abstractions at stake in recognizing the Anthropocene as a reality worth wrestling with in the study and practice of higher education.

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definitions

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

Hip-Hop Education is explicit about its focus on the science and art of teaching and learning. We argue that Hip-Hop embodies the awareness, creativity and innovation that are at the core of any true education. Furthermore, our work bring visibility to the powerful yet silenced narratives of achievement and academic ability among the Hip-Hop generation; reflecting the brilliance, resilience, ingenuity and intellectual ability of those who are embedded in hip-hop culture but also not necessarily academics in the conventional sense. We engage and celebrate students, teachers, community members, artists, and activists.

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