Spring 2020

Dear colleagues and customers,

As we continue to grow our well-regarded textbook list, we would like to share with you the highlights from our new spring & summer releases.

In Education, we are delighted to introduce several exciting new projects such as Minding the Obligation Gap in Community Colleges and Beyond: Theory and Practice in Achieving Educational Equity by Jeremiah J. Sims, Jennifer Taylor Mendoza, Lasana O. Hotep & Jeramy Wallace, Hip-HopEd: The Compilation on Hip-Hop Education: Volume 2: Hip-Hop as Education & Knowledge of Self edited by Edmund Adjapong & Ian Levy and an updated third edition of African-American History: An Introduction by Joanne Turner-Sadler.

We are also pleased to continue to bring your new issues of our Open Access journal, Philosophy and Theory in Higher Education, edited by John E. Petrovic, with the first two issues available now on our website.

We are proud to announce two recent award winners from our Media & Communication list: Muslim Women and White Femininity: Reenactment and Resistance by Haneen Shafeeq Ghabra has been awarded the 2019 Outstanding Book of the Year for the International and Intercultural Communication Division (IICD) of the National Communication Association (NCA) & Interpersonal Arguing by Dale Hample has won the 2019 Gerald R. Miller Outstanding Book Award presented by the Interpersonal Communication Division of the National Communication Association (NCA).


As our political science list grows, we are proud to announce a paperback edition of Understanding Peace Holistically by Scherto Gill & Garrett Thomson making it more accessible for course use.

Our textbooks are offered not only print but digital formats available through Amazon (Kindle), Apple (iBooks), Barnes & Noble Nook, Bibliotech, Blackwell Learning, Feedbooks, Follett, ITSI Education, Kobo, Kortext, Lix, Microsoft, PaperC, Rethink Books, Sainsbury’s, VitalSource, Wook, Zola Academic and more!

Examination copies are available for all 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. 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 acquisition editors know. I am certain that you will find the publishing process with Peter Lang a rewarding experience.

Best wishes,

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

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Desk copies are available for any book in our catalog with a 60-day review period; see our order form for details
This second volume in the Hip-Hop Education series highlights knowledge of self as the fifth and often forgotten element of hip-hop. In many cases, a connection to hip-hop culture is one that has been well embedded in the identity of hip hop educators. Historically, academic spaces have had misperceptions and misunderstand the authentic culture of hip-hop, often forcing hip-hop educators to abandon their authentic hip-hop selves to align themselves to the traditions of academia. This edited collection highlights the realities of hip-hop educators who grapple with cultivating and displaying themselves authentically in practice. It provides narratives of graduate students, practitioners, junior and senior scholars who all identify as part of hip-hop. The chapters in this text explore the intersections of the authors’ lived experiences, hip-hop, theory, and practice.

Ideal for undergraduate and graduate level courses in Hip Hop education, urban education and teacher education

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3. Andrew Torres: A Boogie Down Production: Hip Hop as Disruption and Transformation

5. Mariel Buque: The Miseducation of Urban Youth: Knowledge of Self in Therapy as Liberation from Racial Trauma

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Christopher S. Collins • Alexander Jun
White Evolution
The Constant Struggle for Racial Consciousness
New York, 2020
pb. ISBN 978-1-4331-7608-1
CHF 35.– / €D 30.95 / €A 31.20 / € 28.30 / £ 23.– / US-$ 33.95
ebook ISBN 978-1-4331-7609-8
CHF 35.– / €D 31.35 / €A 31.60 / € 28.30 / £ 23.– / US-$ 33.95
hb. ISBN 978-1-4331-7607-4
CHF 103.– / €D 89.95 / €A 91.70 / € 83.30 / £ 67.– / US-$ 99.95

Two fundamental and underlying principles drive White Evolution. The first is that evolution means constant movement in the fight against the virus of White supremacy. If the virus is evolving rapidly, then our critical consciousness needs to evolve faster in order to outpace the supremacy. The second is that this evolution is not an individual act—it must be done in community. The genetic makeup of human beings points to the necessity of interdependence. Growth and development do not lead to a solitary life so much as to being a dependable person rooted in community. The origin of White supremacy, on the other hand, is in reproducing uniformity and eradicating diversity. In an ecological framework, uniformity and monoculture is harmful to an ecosystem that needs diversity of thought, creativity, culture, perspective, history, and economy to survive. The White supremacy intended to preserve the race has created an enduring system of violence against people of color and is simultaneously hurting the endurance of humanity in exchange for the immediate gains of supremacy. The book, White Evolution, recounts the historical movement toward supremacy and casts the possibility of a White evolution toward racial justice through collective critical consciousness. The constant struggle for racial consciousness has no arrival point. White consciousness will never be woke because there is no past tense and no plateau. When privilege and supremacy are akin to a constantly evolving and insidious virus (Whitefluenza), and the antidote is to outpace White evolution for supremacy with a White evolution for racial justice. This is not an individual task, but rather a systemic redesign and reconstruction of social systems and requiring the cultivation of a collective critical consciousness. White Evolution covers a great deal of historical detail and contemporary examples to explain and explore new possibilities for recognizing the importance of interdependence of humanity.

Ideal for enrolers on diversity and culture. Courses on Higher education and diversity for graduate students.

Also see White Out: Understanding White Privilege and Dominance in the Modern Age and White Jesus: The Architecture of Racism in Religion and Education
Engaging the African Diaspora in K-12 Education

Kia Caldwell • Emily Chávez (eds.)

New York, 2020

pb. ISBN 978-1-4331-7393-6

CHF 50.– / €D 42.95 / €A 44.– / € 40.– / £ 32.– / US-$ 47.95

ebook ISBN 978-1-4331-7397-4

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95

In the United States, ‘immigrant’ is a complicated category. It is used interchangeably with ‘refugee’ and is, most of the time, linked to South America, especially Latina/os. Black Immigrants in the United States is arguing that immigrants are not refugees and, whether coming from the Caribbean, Latin America or Africa, Black immigrants are oft-silenced in immigration studies and unsystematically researched. Being one of the first books on the topic in the United States, Black Immigrants in the United States is a crack, a verse in the syntax which links Blackness and immigration; a required reading for anyone who is interested in immigration generally and Black immigration in particular. For example, did you know that 12-13% of the statistically defined as African Americans are ‘Black immigrants’ (both immigrants and refugees) (Ogunipe, 2011)? Out of this 12-13%, did you know the first and second-generation constitute 41% of Black first-year students in Ivy League? Black Immigrants in the United States is an attempt to answer these questions and paint a picture for this population, where they come from, what languages and histories they bring with them to the United States, and discusses their challenges as well as their triumphs. With this book, as children of migration ourselves, we are turning researching and writing about Black immigrants into acts of love and reading about them into an expression of jouissance.

Ideal for courses in immigration studies, Black studies, American studies, race and politics.

Engaging the African Diaspora in K-12 Education provides in-service and pre-service teachers with valuable information and resources related to African diaspora communities in the United States, Europe, and Latin America. This unique anthology fills an important gap in current pedagogical and curricular publications by combining the writings of leading scholars of the African diaspora with practical, hands-on tips and resources from middle and high school teachers and administrators. Drawing on cutting-edge academic scholarship, chapters of the book address topics such as the transatlantic slave trade, slavery in Latin America, the Haitian Revolution, the U.S. Civil Rights Movement, Pan-Africanism, Black German Studies, and literature and art by Black women in the diaspora. In addition, Engaging the African Diaspora in K-12 Education includes chapters on anti-racist education, use of the performing arts to teach African American history, and critical reflections by several middle and high school teachers on practices they have adopted to increase their students’ exposure to the African diaspora in the classroom.

Ideal for graduate level education courses in Introduction to 21st Century Teaching, Exploring Diversity in Classroom and Community, Equity, Leadership, and You, Teacher Leadership for a Diverse Society; Education in Latin America, Multicultural Ways of Knowing, Gender, Race, and Class Issues in Education; and Social Studies methods courses.

Black Immigrants in the United States

Essays on the Politics of Race, Language, and Voice

New York, 2020

pb. ISBN 978-1-4331-3496-8

CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-$ 40.95

We have also seen an intensified attack on public education (alongside other public infrastructures) and a return to a more overt «racism as we knew it.» This new edition of What’s Race Got To Do With It? (2015) addressed a moment when those working on the ground—activists, educators, young people, and families—were trying to understand and fight back against neoliberal education reforms (e.g., high stakes testing, school closings, and charter schools), while uncovering what race had to do with it all in the context of a supposedly post-racial United States. In the years since, the steady and grounded work of social movements has increased the visibility and critique of privatization, market-based reforms, and segregation; demonstrating the interlocking connections between racism and capitalism. In this period we have also seen an intensified attack on public education (alongside other public infrastructures) and a return to a more overt «racism as we knew it.» This new edition of What’s Race continues the examination of neoliberal education reforms as they are being rolled back (or reworked) to track the changes and continuities of recent years—revealing the ways in which market-driven education reforms work with and through race—and share grassroots stories of resistance to these reforms. It is hoped that this new edition will continue to sharpen readers’ analyses concerning what we are working to defend and what we are working to transform, and provides a guide to action that embodies the collective struggle for justice.

What’s Race Got To Do With It?

How Current School Reform Policy Maintains Racial and Economic Inequality

Second Edition

New York, 2020

Critical Multicultural Perspectives on Whiteness.

Vol. 7

pb. ISBN 978-1-4331-7898-6

CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-$ 40.95

The first edition of What’s Race Got To Do With It? (2015) addressed a moment when those working on the ground—activists, educators, young people, and families—were trying to understand and fight back against neoliberal education reforms (e.g., high stakes testing, school closings, and charter schools), while uncovering what race had to do with it all in the context of a supposedly post-racial United States. In the years since, the steady and grounded work of social movements has increased the visibility and critique of privatization, market-based reforms, and segregation; demonstrating the interlocking connections between racism and capitalism. In this period we have also seen an intensified attack on public education (alongside other public infrastructures) and a return to a more overt «racism as we knew it.» This new edition of What’s Race continues the examination of neoliberal education reforms as they are being rolled back (or reworked) to track the changes and continuities of recent years—revealing the ways in which market-driven education reforms work with and through race—and share grassroots stories of resistance to these reforms. It is hoped that this new edition will continue to sharpen readers’ analyses concerning what we are working to defend and what we are working to transform, and provides a guide to action that embodies the collective struggle for justice.

Ayanna Cooper • Ibrahim Awad (eds.)

Black Immigrants in the United States

Essays on the Politics of Race, Language, and Voice

New York, 2020

pb. ISBN 978-1-4331-7397-4

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95

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Edwin Mayorga • Ujjju Aggarwal • Bree Picower (eds.)

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**Ideal for undergraduate & graduate courses in History of education courses; Issues in American education; Race and education in American schooling; and Specific issues dealing with minority populations, with special focus on the Hispanic/Latino.**

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**Serio DocDoug III**

**Black Men’s Studies**

Black Manhood and Masculinities in the U.S. Context

New York, 2020

Black Studies and Critical Thinking, Vol. 115

pb. ISBN 978-1-4331-7675-3

CHF 62.– / €D 60.50 / €A 61.40 / € 54.20 / £ 44.50

ebook ISBN 978-1-4331-7676-0

CHF 62.– / €D 60.50 / €A 61.40 / € 54.20 / £ 44.50

**Black Men’s Studies** offers an approach to understanding the lives and the self-determination of men of African descent in the U.S. context. It not only frames their experiences, it also explores the multidimensional approaches to advancing the lives of Black men. Particular attention is given to places Black men in their own unique historical, cultural, and socio-political contexts.

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**Ideal for undergraduate and graduate students primarily in Gender Studies, Sexuality Studies, Africana Studies, and Ethnic Studies.**

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**Daniel White Hodge • Don C. Sawyer III • Anthony J. Nocella II • Ahmad R. Washington (eds.)**

**Hip-Hop and Dismantling the School-to-Prison Pipeline**

New York, 2020

Hip Hop Studies and Activism, Vol. 1

pb. ISBN 978-1-4331-7440-7

CHF 42.– / €D 40.95 / €A 42.40 / € 34.20 / £ 28.– / US-$ 40.95

ebook ISBN 978-1-4331-7441-4

CHF 42.– / €D 40.95 / €A 42.40 / € 34.20 / £ 28.– / US-$ 40.95

hb. ISBN 978-1-4331-7439-1

CHF 118.– / €D 113.50 / €A 117.00 / € 95.80 / £ 77.– / US-$ 144.95

**Hip-Hop and Dismantling the School-to-Prison Pipeline** was created for K-12 students in hopes that they find tangible strategies for creating affirming communities where students, parents, advocates and other stakeholders collaborate to compose useful frameworks that effectively define the school-to-prison pipeline and identify the nefarious ways it adversely affects their lives. This book is for educators who we hope will join us in challenging the predominant preconceived notion held by many educators that Hip-Hop has no redeemable value. Lastly, the authors/editors argue against the understanding of Hip-Hop studies as primarily an academic endeavor situated solely in the academy. We understand the fact that people on streets, blocks, avenues, have been living and theorizing about Hip-Hop since its inception. This book is an honest, thorough, and robust examination of the ingenious and inventive ways people who have an allegiance to Hip-Hop work tirelessly, in various capacities, to dismantle the school-to-prison pipeline.

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**Abdin Noboa-Ríos**

**Critical Issues of Latinos and Education in 21st Century America**

**Where Are We?**

New York, 2020

Critical Studies of Latinxs in the Americas, Vol. 24

pb. ISBN 978-1-4331-7478-0

CHF 72.– / €D 69.95 / €A 70.30 / € 58.30 / £ 47.– / US-$ 69.95

ebook ISBN 978-1-4331-7479-7

CHF 72.– / €D 69.95 / €A 70.30 / € 58.30 / £ 47.– / US-$ 69.95

hb. ISBN 978-1-4331-6331-9

CHF 154.– / €D 149.95 / €A 153.50 / € 125.– / £ 100.– / US-$ 149.95

The year 2011 marked the first time in U.S. history where more nonwhite babies were born than white babies. Academic year 2014-15 marked the first year that K-12 public school enrollment became predominantly nonwhite. Among the five largest school districts, Latinos represent the predominant group. It’s all about a stemming population shift, not immigration, as more Anglo-Americans are dying than those being replaced by births. Meanwhile, our public schools are in trouble, where «normalized failure» is the new norm and international achievement hits new lows. In this mix, Latinos are 1-in-3 newborns. As the future of America is now «inextricably linked» to the fate of these children our educational system must become more responsive or the nation is imperiled. In Critical Issues of Latinos and Education in 21st Century America, Dr. Noboa-Ríos interviewed 112 prominent educators nationwide, including some of the best Hispanic educators and thought leaders to search for answers to America’s education challenges. What do they say? What do these leaders see? What can we learn? Their many suggestions and concerns are well highlighted. As leading scholars and practitioners, their views are more about basic renewal, not piecemeal reform. Such action requires fundamental shifts in both mindset and attitude. Appeasement misses the point, as it severely undermines the depth of the problem.

**Ideal for graduate courses in History of education courses; Issues in American education; Race and education in American schooling and Latin American studies.**

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Acknowledgements • Foreword • Preface • PART I: Context • Introduction • America’s Challenge • A Changing World • The Latino Presence • PART II: Challenges • Race and Equity in Education • Gaps in Student Achievement and Family Engagement • Culture, Language, and SEL • The Education Pipeline and Higher Learning • Leadership Challenges • PART III: Epilogue • Creating a National Discourse • Appendix A: Bibliography • Appendix B: List of Interviewees • Index
More than a book about Illich, this is a conversation with Illich's work as we enter the third decade of the 21st century. Just under twenty years after his passing, and almost fifty years since his Deschooling Society was first published, as Illich is beatiﬁed and demonised in equal measure, Eeducing Ivan Illich chooses to focus on the relationship between reform, contingency and disestablishment. As reform stands for a plurality of reiterations that seek effective forms of accordace, in our recognition of contingency we freely claim that even as we might recognize the presence of universality in how everything appears on a shared horizon, we are not denied the existence and dynamic reality of plural possibilities in their inherent contradictions. In this bargain of synchronicity, we find that desestablishing the reified universe by which we have, for so long, traded, staked and even lost our freedom and intelligence, is not just a desire but it becomes a must. Unlike other commentators of Illich's work, Baldacchino argues that what is radical about Illich is not a free-standing concept of deschooling but in how, in disestablishing social life, he exits the walls of the polis by upholding tradition as a disruptive force. In such light Illich's work is read in what remains overdue. Odd though it may sound, this is an urgent need for anyone interested Illich's unique and irreplaceable contribution. To that end, Eeducing Ivan Illich has far more to offer than is usually expected from a commentary on someone else's work.

**Ideal for undergraduate and graduate courses in Foundations of Education courses, undergraduate and graduate courses in Philosophy of Education courses, as well as Doctoral courses in philosophy,**, **theory and history of education; theoretical and philosophical studies related to contingency, reform and disestablishment, history of ideas, sociology and philosophy of religion, interdisciplinary studies especially in education and social theory applied religion, history of Catholicism and Catholic ideas.**

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**T. Jameson Brewer · Kathleen demMarrais · Kelly L. McFaden (eds.)**

**Teach For All Counter-Narratives**

International Perspectives on a Global Reform Movement

New York, 2020. X, 152 pp., 1 b/w ill, 2 tables

pb. ISBN 978-1-4331-7211-3

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95

CHF 42.– / €D 49.95 / €A 49.85 / € 42.70 / £ 34.– / US-$ 51.95

hb. ISBN 978-1-4331-7212-0

CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-$ 134.95

Founded in 1989, Teach For America (TFA) has grown into a massive organization with a presence across the United States and has expanded internationally to 46 countries. TFA’s international expansion through Teach For All (TFAII) coincides with a broader exportation of neoliberal education reform ideologies across the globe. As a follow up to Teach For America Counter-Narratives: Alumni Speak Up and Speak Out (Peter Lang, 2015), this text is the first to provide a glimpse into the ﬁrst-hand experiences of those impacted by the colonizing nature of TFAII and the global education reform movement of privatization.

**Ideal for undergraduate and graduate courses in Education Policy and Comparative and International Education courses.**

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**Allison D. Carr · Laura R. Micciche (eds.)**

**Failure Pedagogies**

Learning and Unlearning What It Means to Fail

New York, 2020


CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95
ebook ISBN 978-1-4331-7488-9

CHF 42.– / €D 49.95 / €A 49.85 / € 42.70 / £ 34.– / US-$ 51.95


CHF 131.– / €D 113.95 / €A 116.40 / € 105.80 / £ 85.– / US-$ 126.95

Can we all learn from failure equally? Failure Pedagogies examines the ways failure is often appropriated to advantage those most likely to be insulated from the risks associated with pursuing it as a creative strategy. Contributors ask questions that examine what happens when failures do not necessarily lead to progress or innovation: How is risk distributed? For whom is failure «safe» and why? For whom is failure a real end rather than an opening to generative possibilities? To address these questions, we focus largely on pedagogical settings—classrooms, universities, and the conventions that reign there—but also conﬁgure pedagogy as a broad cultural practice that teaches acceptable and unacceptable forms of resistance, subversion, and risk. Contributors focus on a range of topics, including teaching and failure, language failures, fake news, disaster response failures, academic racism, sexual harassment and gender bias, queer failure, intersectionality and infertility activism, and institutional failures to imagine disabled bodies. Failure Pedagogies will be of interest to scholars, students, and teachers of writing, rhetoric, and popular culture.

**Ideal for advanced undergraduate courses or graduate seminars in composition pedagogy, writing studies, disability studies, contemporary rhetorics, and cultural studies.**
**Cimarrón Pedagogies**

Notes on Auto-ethnography as a Tool for Critical Education

New York, 2020

Critical Studies of Latinxs in the Americas. Vol. 25

*Chf 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95*

*Zinnia Mevawalla*

**Critical Consciousness, Social Justice and Resistance**

The Experiences of Young Children Living on the Streets in India

New York, 2020. XX, 296 pp., 3 b/w ill.

*Education and Struggle. Narrative, Dialogue, and the Political Production of Meaning. Vol. 21*

*Chf 50.– / €D 42.95 / €A 44.– / € 40.– / £ 32.– / US-$ 47.95*

*Krystyna Nowak-Fabrykowski (ed.)*

**Helping Immigrant Children Succeed**

A Look Through Research, Experiences, and Practical Solutions

New York, 2020

Helping Children Succeed is a must read for the teachers and parents and should be on the reading list for courses on multicultural education.

*Zinnia Mevawalla*

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**Critical Consciousness, Social Justice and Resistance**

The Experiences of Young Children Living on the Streets in India

New York, 2020. XX, 296 pp., 3 b/w ill.
Doug Selwyn

All Children Are All Our Children

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


pb. ISBN 978-1-4331-6164-3
CHF 42.– / €36.95 / £34.20 / US-$ 40.95
ebook ISBN 978-1-4331-6165-0
CHF 42.– / €36.95 / £34.20 / US-$ 40.95
hb. ISBN 978-1-4331-6163-6
CHF 118.– / €102.95 / £95.80 / US-$ 114.95

What would schools and communities look like if the health and well-being of all our children were our highest priorities? More important than test scores, profits, or real estate values? What actions would we take if we wanted to guarantee that all our children were growing up with what they needed to be healthy, happy, and successful—and not just some of them? The United States was once among the healthiest countries in the world. As of now, it is ranked no better than twenty-ninth. Those who bear the brunt of our worsening health are the poor, people of color, and, most of all, our children. All Children Are All Our Children situates our ongoing health crisis within the larger picture of inequality and the complex interplay of systems in the U.S. based on class, privilege, racism, sexism, and the ongoing tension between the ideals of democracy and the realities of corporate capitalism. Public education is caught in the middle of those tensions. All Children Are All Our Children begins by defining what we mean by health, looking at the many factors that support or undermine it, and then identifies steps that can be taken locally in our schools and in our communities that can support the health and well-being of our young people and their families, even as we work towards necessary change at the state and national policy level.

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

Barbara Dennis

Walking with Strangers

Critical Ethnography and Educational Promise

New York, 2020

Critical Qualitative Research. Vol. 29

pb. ISBN 978-1-4331-1047-4
CHF 33.– / €30.50 / £23.10 / US-$ 32.95
ebook ISBN 978-1-4331-8024-8
CHF 50.– / €40.– / £34.20 / GBP 32.— / US-$ 47.95
hb. ISBN 978-1-4331-8023-1
CHF 129.– / €131.95 / £104.20 / US-$ 124.95

This book tells the methodological tale of a long term critical ethnography with a mid-western school district whose new language learning, transnational population was increasing. Rather than report on the findings of the study, the author shares the intimate methodological details of doing participatory ethnography of a school under transformation. Approaches aimed at shifting attitudes and possibilities included the use of Theatre of the Oppressed and analyses of monocultural mythmaking introducing new concepts. The author introduces an analysis of change that builds from a David Wood’s deconstruction of time. Taken all together, the book illustrates creative and novel ways to engage in social justice transformation with school partners using participatory critical ethnography.

Ideal for graduate courses in ethnography and qualitative inquiry.

Mairi McDermott

Mapping the Terrains of Student Voice Pedagogies

An Autoethnography

New York, 2020

Critical Qualitative Research. Vol. 28

pb. ISBN 978-1-4331-7889-4
CHF 42.– / €36.95 / £34.20 / US-$ 40.95
ebook ISBN 978-1-4331-7891-7
CHF 42.– / €36.95 / £34.20 / US-$ 40.95
hb. ISBN 978-1-4331-7890-0
CHF 118.– / €102.95 / £95.80 / US-$ 114.95

Mapping the Terrains of Student Voice Pedagogies is an autoethnography of McDermott’s experiences with student voice reforms. Ultimately, the author is concerned with better understanding the possibilities for student voice as a transformative teaching and learning practice within the context of neoliberal education. The discussion is anchored in two past student voice projects in which McDermott was involved, one as a researcher and one as a facilitator. As method, the author revisits these experiences through memory and various artifacts to unpack embodied voices of difference. More specifically, McDermott is concerned with how teachers take up student voice in their pedagogies, how teachers come to understand themselves and their students in terms of student voice, and how social differences contour student voice pedagogies. The author queries: How do experiences with student voice inform teacher/student relationships? And, how are student voice practices shaped, organized, and inscribed through social difference? Grounding this inquiry is post-structural feminist anti-racism as an interwoven discursive orientation and politics for troubling and transforming schooling and education. Analyses address how McDermott’s presence as an individual and as a member of socio-historical groups in the student voice initiatives affected the projects’ dynamics. The findings amplify the necessity of time and space for educators to critically reflect on their practices when implementing reforms, time and space that were provided by engaging autoethnography. The book contributes important strategic processes towards realizing the necessary goals of critical reflexive practices in teaching and learning, addressing the question of ‘how’ one might do critical reflection through autoethnography.

Ideal for courses in autoethnography, writing and critical pedagogy.
African-American History
An Introduction
Third Edition

New York, 2020

pb ISBN 978-1-4331-7477-3
CHF 41.– / £35.95 / €38.70 / €33.30 / £22.– / US-$ 39.95

CHF 41.– / £39.95 / €40.– / €33.30 / £27.– / US-$ 39.95

The American Civil War lasted from 1861 to 1865, killing nearly 700,000 Americans and costing the country untold millions of dollars. The events of this tragic war are so steeped in the collective memory of the United States and so taken for granted that it is sometimes difficult to take a step back and consider why such a tragic war occurred. To consider the series of events that led to this war are difficult and painful for students and teachers in American history classrooms. Classroom teachers must possess the appropriate pedagogical and historical resources to provide their students with an appropriate and meaningful examination of this challenging time period. Teaching the Causes of the American Civil War, 1850–1861 will attempt to provide these resources and teaching strategies to allow for the thoughtful inquiry, evaluation and assessment of this critical, complex and painful time period in American history.

Ideal for secondary and undergraduate level courses in African-American studies and history

Contents
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Early African People & Civilizations
Africa: Home of the Human Race • The Civilizations of Kush and Kemet • The Kingdom of Axum (c. 100 – 940 C. E.)

Chapter 2
African Empires
Exploration and Sphere of Influence Before Enslavement • The Medieval Empires of Africa • Other Kingdoms

Chapter 3
A Peculiar Institution: with Unintended Consequences
Slavery and Three Historical Considerations • The Challenges, Hardships, and Struggles of Newly Enslaved Africans

Chapter 4
Resistance to Enslavement in the Americas
Resistance in Latin America & Caribbean • Rebellions Against Enslavement in the English Colonies

Chapter 5
Choosing Sides in America’s Early Wars

Chapter 6
Reconstruction
The Fate of Newly Freed Africans • Freedmen and the Move West • African American Institutions: Building Community • The Rise of Black Political Power in the “Old South” • Freedom and New Achievements in Post-Civil War America

Chapter 7
Westward Movement

Chapter 8
New Century, Old Problems
Summary

Chapter 9
Early Struggle for Human Rights

Chapter 10
African Americans in American Society

Chapter 11
Old Problems, New Deals and Continued Hard Times
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The Modern Struggle for Civil Rights

Chapter 13
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African Americans and Military Conflicts
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Chapter 18
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The President and His Lineage • Early Political Career • Personal Struggles and Search for Identity • The Presidential Campaigns • The Politics of Race and Division • The Presidency of Barack Obama: Challenges and Successes

Chapter 19
2016 Presidential Election: A Campaign of Polar Opposites
The 2016 Major Presidential Candidates • The 2016 Presidential Campaign

Chapter 20
The Browning of America and Its Implications
Neo-Conservative Policies & Practices • New Vision of America post-Obama

Chapter 21
The Road Ahead: Issues & Challenges
Understanding the Interplay of Race, Culture & History

Epilogue
The American Civil War lasted from 1861 to 1865, killing nearly 700,000 Americans and costing the country untold millions of dollars. The events of this tragic war are so steeped in the collective memory of the United States and so taken for granted that it is sometimes difficult to take a step back and consider why such a tragic war occurred. To consider the series of events that led to this war are difficult and painful for students and teachers in American history classrooms. Classroom teachers must possess the appropriate pedagogical and historical resources to provide their students with an appropriate and meaningful examination of this challenging time period. Teaching the Causes of the American Civil War, 1850–1861 will attempt to provide these resources and teaching strategies to allow for the thoughtful inquiry, evaluation and assessment of this critical, complex and painful time period in American history.

Ideal for undergraduate and graduate level courses in Social Studies methods as well as for classroom and preprofessional teachers in Social Studies Education

Joe L. Kincheloe · Shirley R. Steinberg · Edmund Adjavong

The Stigma of Genius
Einstein, Consciousness and Critical Education
2nd Edition

New York, 2020

Counterpoints. Studies in Criticality. Vol. 111

paperback
CHF 50.– / € 42.95 / £ 40.– / £ 32.– / US-$ 47.95

ebook
CHF 50.– / € 47.95 / £ 40.– / £ 32.– / US-$ 47.95

pb.
CHF 50.· / € 44.· / £ 32.· / US-$ 47.95

The Stigma of Genius: Einstein, Consciousness and Critical Education, we muse over ways in which to be, to become, to recognize uniqueness and different paths to genius. Understanding that there is no prescribed procedure, but only multiple actions, means, measures in which to recognize or teach to genius, we look at Einstein’s life and knowledges to connect our pedagogies and students. Today’s schools often exemplify an inability to stimulate and encourage students to find passion, goals, and reasons to be educated. Our public school students are often not succeeding, many are failing and are discouraged. Teachers are exhausted, overworked, lacking respect and administrative support in districts controlled by local and national politics. Using Einstein as an example, but also a metaphor for educators, The Stigma of Genius is straight talk about the needs for schools/teachers/administrators/students to become critically and contextually aware. We argue for an education which is conscious of students’ needs, and the nuances within each school and each classroom. Discussing cognition, classes, urban education, and diversity, we have attempted to circle back to Einstein and understand ways to support and encourage today’s geniuses.

Ideal for upper level undergraduate & graduate courses in Science Education, Critical Pedagogy, and School Policy.

Elizabeth Drame · Tara Adams · Veronica Nolden · Judy Nardi

The Resistance, Persistence and Resilience of Black Families Raising Children with Autism

New York, 2020

pb.
ISBN 978-1-4331-7418-6

CHF 50.– / € 42.95 / £ 40.– / £ 32.– / US-$ 47.95

ebook
ISBN 978-1-4331-7420-9

CHF 50.– / € 49.8.– / £ 40.– / £ 32.– / US-$ 47.95

pb.
ISBN 978-1-4331-8073-6

CHF 50.– / € 42.95 / £ 40.– / £ 32.– / US-$ 47.95

ebook
ISBN 978-1-4331-8074-3

CHF 50.– / € 42.95 / GBP 32.– / USD 47.95

The Resistance, Persistence and Resilience of Black Families Raising Children with Autism presents nuanced perspectives in the form of counternarratives of what Black families who have children with autism experience at the intersection of race, class, disability and gender. It intentionally centers the expertise of Black parents, challenging what is considered knowledge, whose knowledge counts, and how knowledge can be co-generated for learning, sharing and advocacy. The book speaks directly to Black parents on the autism journey. To right systemic racial inequities and to cultivate culturally responsive practices, it is critical for practitioners and professionals to understand what is known about Black families’ experiences with autism in general and how these experiences differ because of our intersecting identities. University faculty and students in programs involving medicine, speech and language pathology, occupational therapy, nursing, political science, school psychology, teaching, special education and leadership can benefit from the wisdom offered by these parents. This text is perfect for several courses, including those in departments of anthropology, women and gender studies, health sciences, psychology, special education, teacher education and administrative leadership. In addition, given the uniquely Black perspective presented in the text, this text is relevant to other fields, including ethnic studies, cultural studies, urban studies and African American studies. It is relevant to individuals who wish to better understand how issues of race and intra-racial differences shape lived experiences with disability in American society.

Ideal for undergraduate and graduate courses in Foundations of Autism Spectrum Disorders, Introduction to Special Education, Collaborative Studies, Introduction to Disability Studies, Child and Family Psychology Studies, Sociology of Race and Ethnicity, Women, Race and Class,
Carlos Nevarez • J. Luke Wood

Community College Leadership and Management

Reframing Institutional Practices for Student Success

New York, 2020

Education Management. Vol. 11

CHF 65.– / €D 62.95 / €A 63.– / € 52.50 / £ 42.– / US-$ 62.95

eBook ISBN 978-1-4331-7446-9
CHF 65.– / €D 62.95 / €A 63.– / € 52.50 / £ 42.– / US-$ 62.95

Inquiry in Tandem explores how engaging in teacher and student inquiry simultaneously impacts teacher practice and student learning in powerful ways. With a focus on secondary schools and all content areas we encourage inquiry because it is good practice. Teachers and students are active doers and thinkers who ask questions, seek information, and develop thoughtful responses. This book presents a model of professional development that fosters this type of deep learning by teachers and students.

Ideal for graduate level courses in Community College Administration, Organization Theory – Higher Education, Leadership in Student Services. The Community College, and Teaching and Learning in the Community College.

CONTENTS: Preface • Case Study Framework • Case Study Matrix • Section I: Core Functions Of Community Colleges: Past, Present, And Reframing The Future. The Community College Vision And Mission • Historical Legacy Of Community Colleges • Community College Demographic Trends • Achievement Gap And The Role Of Community Colleges • Student Success In The Community College • Community College Finance • Emerging Trends In The Community College • Section II: Leadership For Change In Community Colleges • Leadership And Leadership Theory • Ethical Leadership And Decision Making • Faculty In The Community College • Instructional Leadership And The Community College • Leadership In Student Affairs • Leadership Development In The Community College • Index

Jeremiah J. Sims • Jennifer Taylor Mendoza • Lasana O. Hotep • Jeramy Wallace

Minding the Obligation Gap in Community Colleges and Beyond

Theory and Practice in Achieving Educational Equity

New York, 2020

Educational Equity in Community Colleges. Vol. 1

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95

CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-$ 40.95

CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-$ 114.95

It is difficult to find justice-centered books geared specifically for community college practitioners interested in achieving campus wide educational equity. It is even more difficult to find book in this vein written, exclusively, by community college practitioners. Minding the Obligation Gap in Community Colleges is just that: a concerted effort by a cross-representational group of community college practitioners working to catalyze conversations and eventually practices that attend to the most pressing equity gaps in and on our campuses. By illuminating the constitutive parts of the ever-increasing obligation gap, this book offers both theory and practice in reforming community colleges so that they function as disruptive technologies. It is our position that equity-centered community colleges hold the potential to call out, impede, and even disrupt institutionalized polices, pedagogies, and practices that negatively impact poor, ethno-racially minoritized students of color. If you and your college is interested in striving for educational equity, campus-wide, please join us in this ongoing conversation on how to work for equity for all of the students that we serve.

Ideal for undergraduate and graduate psychology courses with emphasis in culture, racism, prejudice, neuroscience, society and health, and undergraduate and graduate education courses with emphasis in leadership, culture, race, history and transformational leadership.

CONTENTS: Authors’ Dedications & Acknowledgements • Preface: The Endless Loop Of My Misguided Community College Pathway By Jeremiah J. Sims • Naming The Obligation Gap • Embracing The Obligation: Social Consciousness And Epistemological Disruption • Minding The Programming Gap • Minding The Pedagogy Gap • Enacting Educational Equity • A Critical Race Critique Of Shared Governance And Institutional Discrimination • Faculty Leadership In Enacting Educational Equity • Epilogue: In Closing • References
Redesigning Higher Education
A Small New England Public University Changes Higher Education

New York, 2020

Donna Bix - Annette Holba - Patricia Bahr

Redesigning Higher Education: A Small New England Public University Changes Higher Education tells the story of how Plymouth State University (New Hampshire), a small New England public university, is changing the face and future of higher education for the 21st century. This is the Plymouth Experiment. The authors highlight ongoing change and transformation at Plymouth State University during challenging demographic and financial times in higher education. With many institutions merging or closing across the nation, Plymouth State University’s fifteenth president brought a vision for organizational transformation grounded in holistic integration with student-centered decision-making. The transformation began with reorganizing twenty-four academic departments and three colleges into seven Integrated Clusters of discipline-based communities. Redesigning Higher Education uses a storytelling narrative approach to provide a practical application of the radical changes meant to transform the higher education experience.


Internationalization in Action
Leveraging Diversity and Inclusion in Globalized Classrooms

New York, 2020

Over the past few decades, there have been growing concerns about ways in which diversity and internationalization converge and diverge with one another across different types of educational institutions. This edited volume is one of the first books to investigate meaningful ways of integrating competing goals between internationalization and diversification within the social fabric of the campus life and beyond. Each chapter is a call to action that aims to leverage diversity for broader collaboration in higher education institutions in the United States and other sociocultural contexts, while providing insights into best practices in navigating diversity through strategic action plans. Each author challenges issues relating to the diversity efforts of internationalization across disciplinary, cultural and national boundaries as well as strategies to strengthen the campus communities’ commitment to diversity and inclusion. In addition to its theoretical depth, as well as its cultural and disciplinary breadth, this book addresses issues relevant to many different stakeholders, and hence, potential readers in diverse and international settings. This book is of particular importance to those associated with globally mobile populations, which include but are not limited to, academic faculty, higher education professionals as well as those in administrative positions and policy makers who wish to develop a critical perspective on the current practices on internationalization to further their international efforts.


The Complex Development of Preservice and Inservice Teacher Identities

New York, 2020. XX, 194 pp., 3 b/w ill., 19 tables

Previous scholars have investigated aspects of the complexity of teacher identity and demonstrated the need to look beyond skills and generalized «best practices» to consider social processes and power relationships. However, few books focus on teacher identities at both the micro and macro levels. In this timely book, the authors argue that teacher identity awareness is crucial for both preservice and in-service teachers who desire deeper knowledge about the role of identities in effective instruction. The Complex Development of Preservice and Inservice Teacher Identities breaks new theoretical ground in understanding teacher identities by bringing a process drama lens to bear on development at the macro and micro levels. Process drama uses dramatic structures such as teacher in role, students in role, tableau and others to activate imaginations and explore interpretive possibilities. Through this lens Crumpler and Handsfield show how teacher identities are performed, reproduced, and how they may shift at the micro level—in everyday discourse and classroom practices—across a span of two years. Two years of data are analyzed using micro-ethnographic discourse analysis to demonstrate how teachers tactically position themselves to navigate current political discourses of accountability and standardization in both pre-service and in-service contexts. Understanding how identities are constructed, evolve, and shift moment-by-moment is essential for programs striving to prepare successful teachers and for schools providing meaningful professional development for in-service teachers.
Ideal for graduate courses in Theories of literacy practice and research, Identity and education, Professional development in literacy and Discourse analysis in education

Gabriel Peters-Lazaró • Sangita Shresthova
Practicing Futures
A Civic Imagination Action Handbook
New York, 2020

De/constructing Literacies
Considerations for Engagement
Amélie Lemieux

Youth Studies
Dennis Carlson
A History of Progressive Music and Youth Culture
Phishing in America
New York, 2020

De/constructing Literacies: Considerations for Engagement reviews and defines the concept of engagement in literacy studies from different epistemologies. Well-suited for literacy researchers and graduate students, it considers the foundations of arts-based research, cognitive psychology, ethnography, phenomenology, posthuman theories, with a final chapter on walking methodologies, to better understand how engagement can be framed and looked at in literacy studies.

Ideal for graduate courses on maker literacies and technology and education.

Inquiry in Tandem explores how engaging in teacher and student inquiry simultaneously impacts teacher practice and student learning in powerful ways. With a focus on secondary schools and all content areas we encourage inquiry because it is good practice. Teachers and students are active doers and thinkers who ask questions, seek information, and develop thoughtful responses. This book presents a model of professional development that fosters this type of deep learning by teachers and students.

Ideal for graduate programs in teacher education, school leadership, or action research, as well as professional development with secondary schools.

The real world is full of challenges and the sheer weight of problems facing us can stifle the genius of our collective human creativity at exactly the time when we desperately need imaginative and innovative solutions. Responding to this, the Practicing Futures: A Civic Imagination Action Handbook harnesses shared values and taps the boundless potential of human imagination to break free of assumptions that might otherwise trap us in repetitive cycles of alienation. Utopias and dystopias have long been used to pose questions, provoke discussions, and inspire next steps, and are helpful because they encourage long view perspectives. Building on the work of the Civic Imagination Project at the University of Southern California, the Handbook is a practical guide for community leaders, educators, creative professionals and change-makers who want to sharpen their visions for the future and understandings of the how the past affects them. This book shares examples and models from our work in diverse communities. It also provides a step-by-step guide to our workshops with the objective of making our approach accessible to all interested practitioners. The tools are adaptable to a variety of local contexts and can serve multiple purposes from community and network building to idea generation and media campaign design by harnessing the expansive capacity for imagination within all of us.

Ideal for courses in Communications, Media Studies, New Media for Social Change, and Storytelling for Social Change.

The late Dennis Carlson uses the alternative nature of the Burlington, Vermont, bred band, Phish, and the larger impact of rock n’ roll to look at youth and revolutionary music culture. A History of Progressive Music and Youth Culture is designed for those who work with or teach young people to understand the nature and origin of musical commitment and devotion. For academics, the book traces a cultural study of rock which is unlike any other discussion of music or musicology published.

Ideal for courses in critical pedagogy, youth studies, cultural studies, and musicology.
**Kathleen M. Ryan**  

**Pin Up! The Subculture**  

Negotiating Agency, Representation & Sexuality with Vintage Style

New York, 2020

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Dangerous. Sexy. All-American—or rather All-World—Girl. *Pin Up! The Subculture* is the first ever book to explore the contemporary international subculture of pin up, women (and men) who embrace vintage style, but not vintage values. Award-winning filmmaker and author Kathleen M. Ryan spent more than 5 years in the subculture. It’s a world of cat eye makeup, carefully constructed hairstyles, and retro-inspired fashions. But it’s also a world that embraces the ideals of feminism. Beauty, according to the pin up, is found not in body type or skin color, but in the confidence and sexual agency of the individual. Pin ups see their subculture as a way to exert empowerment and control of their own sexual and social identities—something that is part of the pin up’s historical legacy. The lavishly illustrated book includes interviews with more than 50 international pin ups, and helps readers to understand how they use social media and personal interactions to navigate thorny issues such as racism, sexism, homophobia, sizeism, and other difficult topics. Ryan demonstrates how even within subcultures, identity is far from homogeneous. Pin ups use the safety of their shared subcultural values to advocate for social and political change. A fascinating combination of cultural history, media studies, and oral history, *Pin Up! The Subculture* is the story about how a subculture is subverting and reviving an historic aesthetic for the twenty-first century.

**Ideal for advanced undergraduate or graduate student courses in oral history, interactive documentary, feminist studies, cultural studies, and subcultural studies.**

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**CONTENTS:** List of Figures • Acknowledgements • Introduction • The Curious Case of the Pin Up • Circuits of Community: The Intersection of Oral History, Subculture, and Interactive Documentary • Remaking Marilyn: The Pin Up and Contemporary Vintage Re-appropriation • The “F” Word: Visual Pleasure, Agency, and Feminism • “Symbolic” Resistance or a Less Toxic Feminism? • Let’s Talk About the Confederate Flag in the Room: Intersectionality in Pin Up • “Go Eat a Cheeseburger,” “Gorditas,” and Other Sizeist Fandangos: Controlling the Circuit of Culture in Pin Up • Negotiating Representation • When Best Intentions Go Awry • Epilogue: Finding a Way Forward • Index
This book explores a seminal topic concerning the Mesoamerican past: the religious festivals that took place during the eighteen periods of twenty days, or veintenas, into which the solar year was divided. Pre-Columbian societies celebrated these festivals through complex rituals, involving the priests and gods themselves, embodied in diverse beings and artifacts. Specific sectors of society also participated in the festivals, while city inhabitants usually attended public ceremonies. As a consequence, this ritual cycle played a significant role in Mesoamerican religious life; at the same time, it informs us about social relations in pre-Columbian societies. Both religious and social aspects of the solar cycle festivals are tackled in the twelve contributions in this book, which aims to address the entire veintena sequence and as much of the territory and history of Mesoamerica as possible. Specifically, the book revisits long-standing discussions of the solar cycle festivals, but also explores these religious practices in original ways, in particular through investigating understudied rituals and offering new interpretations of rites that have previously been extensively analyzed. Other chapters consider the entire veintena sequence through the prism of specific topics, providing multiple though often complementary analyses. As a consequence, this book will attract the attention of scholars and graduate students with interests in Mesoamerica and early Latin America, as well as ethnohistory, cultural history, history of religions, art history, archaeology and anthropology.

Ideal for advanced undergraduate and graduate courses in Mesoamerican Civilizations, History and Culture of Mesoamerica, Mesoamerican Prehispanic and Colonial Literature, Mesoamerican Codices, and Latin American Art.

Élodie Dupey García • Elena Mazzetto (eds.)
Mesoamerican Rituals and the Solar Cycle
New Perspectives on the Veintena Festivals
New York, 2020
Indigenous Cultures of Latin America. Past and Present. Vol. 1
CHF 50.– / €D 42.95 / €A 44.– / £ 32.– / US-$ 47.95
ebook ISBN 978-1-4331-7541-1
CHF 50.– / €D 47.95 / €A 48.– / £ 32.– / US-$ 47.95
hb. ISBN 978-1-4331-7540-4
CHF 129.– / €D 111.95 / €A 114.60 / £ 104.20 / US-$ 124.95

Cameron McCarthy • Koeli Moitra Goel • Ergin Bulut • Warren Crichlow • Brenda Nyandiko Sanya • Bryce Henson (eds.)
Spaces of New Colonialism
Reading Schools, Museums and Cities in the Tumult of Globalization
New York, 2020
Intersections in Communications and Culture. Global Approaches and Transdisciplinary Perspectives. Vol. 36
pb. ISBN 978-1-4331-5249-8
CHF 65.– / €D 56.95 / €A 57.70 / £ 52.50 / US-$ 62.95
ebook ISBN 978-1-4331-5250-4
CHF 65.– / €D 62.95 / €A 63.– / £ 52.50 / US-$ 62.95
hb. ISBN 978-1-4331-5248-1
CHF 144.– / €D 124.95 / €A 128.30 / £ 116.70 / US-$ 189.95

Robert Albrecht • Carmine Tabone
The Arts and Play as Educational Media in the Digital Age
New York, 2020
Understanding Media Ecology. Vol. 5
pb. ISBN 978-1-4331-5426-3
CHF 42.– / €D 36.95 / €A 37.60 / £ 34.20 / US-$ 40.95
ebook ISBN 978-1-4331-5427-0
CHF 42.– / €D 40.95 / €A 41.– / £ 34.20 / US-$ 40.95
hb. ISBN 978-1-4331-5425-6
CHF 118.– / €D 102.95 / €A 105.40 / £ 95.80 / US-$ 114.95

The digital revolution we are now entering as educators is an unchartered sea pregnant with wondrous possibilities but laden with a minefield of unforeseen consequences. A pedagogy that overlooks or downplays the disruptive and often dangerous influence of digital media on childhood development is necessarily a very shortsighted one. More than just highlighting our misgivings about digital media, however, this book has a purpose far more ambitious and infinitely more useful. Based upon 45 years of work with young people in Jersey City classrooms, day camps, housing projects, libraries, church basements and community centers, the authors propose a pedagogical strategy that uses hands-on experiences in the arts as a strategy to offset and counterbalance the dominance of digital media in the lives of children. Rather than call for the elimination of digital media—clearly an impossibility even if it were desirable—the authors maintain that children need to be exposed to non-digital, non-electronic experiences that cultivate alternative ways of thinking, feeling, and being in the world. In sum, the book does not call for an end to the digital, but outlines ways in which the arts and creative forms of play help to establish a balance in the education and socialization of children as we enter more deeply into the Digital Age.

Ideal for teacher training courses, introductory and advanced courses covering the social effects of media, and a courses on the effects of digital media on childhood socialization and educational development

Ideal for advanced undergraduate and graduate courses in Mesoamerican Civilizations, History and Culture of Mesoamerica, Mesoamerican Prehispanic and Colonial Literature, Mesoamerican Codices, and Latin American Art.

The Arts and Play as Educational Media in the Digital Age
New York, 2020
Understanding Media Ecology. Vol. 5
pb. ISBN 978-1-4331-5426-3
CHF 42.– / €D 36.95 / €A 37.60 / £ 34.20 / US-$ 40.95
ebook ISBN 978-1-4331-5427-0
CHF 42.– / €D 40.95 / €A 41.– / £ 34.20 / US-$ 40.95
hb. ISBN 978-1-4331-5425-6
CHF 118.– / €D 102.95 / €A 105.40 / £ 95.80 / US-$ 114.95

The digital revolution we are now entering as educators is an unchartered sea pregnant with wondrous possibilities but laden with a minefield of unforeseen consequences. A pedagogy that overlooks or downplays the disruptive and often dangerous influence of digital media on childhood development is necessarily a very shortsighted one. More than just highlighting our misgivings about digital media, however, this book has a purpose far more ambitious and infinitely more useful. Based upon 45 years of work with young people in Jersey City classrooms, day camps, housing projects, libraries, church basements and community centers, the authors propose a pedagogical strategy that uses hands-on experiences in the arts as a strategy to offset and counterbalance the dominance of digital media in the lives of children. Rather than call for the elimination of digital media—clearly an impossibility even if it were desirable—the authors maintain that children need to be exposed to non-digital, non-electronic experiences that cultivate alternative ways of thinking, feeling, and being in the world. In sum, the book does not call for an end to the digital, but outlines ways in which the arts and creative forms of play help to establish a balance in the education and socialization of children as we enter more deeply into the Digital Age.

Ideal for teacher training courses, introductory and advanced courses covering the social effects of media, and a courses on the effects of digital media on childhood socialization and educational development
Russell Chun • Susan J. Drucker (eds.)

Fake News
Real Issues in Modern Communication

New York, 2020

Mass Communication and Journalism. Vol. 26

In this dizzying post-truth, post-fact, fake news era, the onslaught and speed of potentially untrue, incorrect or fabricated information (some crafted and weaponized, some carelessly shared), can cause a loss of our intellectual bearings. If we fail to have a common truthful basis for discussions of opinion and policy, the integrity of our democracy is at risk. This up-to-date anthology is designed to provide a survey of technological, ethical, and legal issues raised by falsehoods, particularly social media misinformation. The volume explores visual and data dissemination, business practices, international perspectives and case studies. With misinformation and misleading information being propagated using a variety of media such as memes, data, charts, photos, tweets, posts, and articles, an understanding of the theory, mechanisms, and changing communication landscape is essential to move in the right direction with academic, industry, and government initiatives to inoculate ourselves from the dangers of fake news. The book takes an international and multidisciplinary approach with contributions from media studies, journalism, computer science, the law, and communication, making it distinct among books on fake news. This book is essential for graduate or undergraduate students in courses dealing with fake news and communication studies. Relevant courses include media studies, journalism, public relations, media ethics, media law, social media, First Amendment law, philosophy, and political science.

Ideal for undergraduate and graduate courses in media studies, journalism, public relations, media ethics, media literacy, and media law.


Venise T. Berry

Racialism and the Media
Black-ish, Black Twitter, and the First Black American President

New York, 2020

Black Studies and Critical Thinking. Vol. 114

Racialism and Media: Black-ish, Black Twitter and the First Black American President is an exploration of how the nature of racial ideology has changed in our society. Yes, there are still ugly racists who push ugly racism, but there are also popular constructions of race routinely woven into mediated images and messages. This book examines selected exemplars of racialism moving beyond traditional racism. In the twenty-first century, we need a more nuanced understanding of racial constructions. Denouncing anything and everything problematic as racist or racism simply does not work, especially if we want to move toward a real solution to America’s race problems. Racialism involves images and messages that are produced, distributed, and consumed repetitively and intertextually based on stereotypes, biased framing, and historical myths about African American culture. These images and messages are eventually normalized through the media, ultimately shaping and influencing societal ideology and behavior. Through the lens of critical race theory chapters examine issues of intersectionality in Crash, changing Black identity in Black-ish, the balancing of stereotypes in prime-time Black male and female roles, the power of Black images and messages in advertising, the cultural wealth offered through Black Twitter, biased media framing of the first Black American president, the satirical parody of Black Jesus, contemporary Zip Coon stereotypes in film, the problematic popularity of ghettofabulous black culture, and, finally, the evolution of black representation in science fiction.

Ideal for undergraduate courses Africa American studies courses & Media studies courses such as African Americans and the Media; Intro to African American Society; African American Life and Culture in the U.S.; Black Culture and Society; and Race and Media.
Teacher TV: Seventy Years of Teachers on Television, Second Edition examines some of the most influential teacher characters presented on television from the earliest sitcoms to contemporary dramas and comedies. Both topical and chronological, the book follows a general course across decades and focuses on dominant themes and representations. Although each chapter presents an overview of the all the teachers on television for each decade, the focus will link some of the most popular stories of the era to larger cultural themes.

The 1950s Gender Wars: Our Miss Brooks and Mr. Peepers looks at acceptable behavior for men teachers and women teachers on television and offers a context for making links to how gender is socially constructed in popular culture and society. The racial tensions of the 1960s take a more implicit form on two series and in society. The cultural practice of rock ‘n’ roll, popular culture, and music, and the way those stories influence public perceptions of education in America.

Ideal for undergraduate and graduate courses in education, media and popular culture courses.
Continuing the explorations begun in the first two Producing Theory volumes, this book investigates some of the tensions generated in the spaces enabled by the confluence of the formerly disparate activities of producing and consuming media. Multiple and varied theories—some still emerging—are invoked in attempts to illuminate the spaces between what previously had been neatly-separated components of media systems. This book is useful in a number of courses such as media culture and theory, introduction to new media, the Internet and the audience, media theory & research, mass communication theory, emerging media, critical analysis and new media, concepts of new media, new media participants, new media in a democratic society, critical studies in new media, new media and social media, digital media studies, participatory media, media audiences in a digital world, digital cultures and social media, Web culture and new media studies, introduction to new media, new media and society, and more.

Ideal for upper level undergraduate graduate courses in media culture and theory, new media theory & research, emerging media, social media, digital media studies, participatory media, and digital media audiences.

Annette N. Markham • Katrin Tildenberg (eds.)

Metaphors of Internet

Ways of Being in the Age of Ubiquity

New York, 2020

Digital Formations. Vol. 122

pb. ISBN 978-1-4331-7450-6
CHF 50.– / €42.95 / €44.– / €40.– / £32.– / US-$ 47.95
ebook ISBN 978-1-4331-7451-3
CHF 50.– / €47.95 / €48.– / €40.– / £32.– / US-$ 47.95
hb. ISBN 978-1-4331-7449-0
CHF 129.– / €111.95 / €114.60 / €104.20 / £84.– / US-$ 124.95

What happens when the internet is absorbed into everyday life? How do we make sense of something that is invisible but still so central? A group of digital culture experts address these questions in Metaphors of Internet: Ways of Being in the Age of Ubiquity. Twenty years ago, the internet was imagined as standing apart from humans. Metaphorically it was a frontier to explore, a virtual world to experiment in, an ultra-high-speed information superhighway. Many popular metaphors have fallen out of use, while new ones arise all the time. Today we speak of data lakes, clouds and AI. The essays and artwork in this book evoke the mundane, the visceral, and the transformative potential of the internet by exploring the currently dominant metaphors. Together they tell a story of kaleidoscopic diversity of how we experience the internet, offering a richly textured glimpse of how the internet has both disappeared and at the same time, has fundamentally transformed everyday social customs, work, and life, death, politics, and embodiment.

Ideal for under graduate or graduate classes in American History, LGBTQ Studies, Women’s Studies, Gender Studies, Queer Studies, Feminist Studies, Social Movements.

Brady Robards • Siân Lincoln

Growing up on Facebook

New York, 2020

Digital Formations. Vol. 109

CHF 42.– / €36.95 / €41.40 / €34.20 / £28.– / US-$ 40.95
ebook ISBN 978-1-4331-4275-8
CHF 118.– / €102.95 / €105.40 / €95.80 / £77.– / US-$ 114.95

Growing up in the era of social media isn’t easy. With Facebook now having existed for more than a decade and a half, young people who have grown up using social media can look back and see earlier versions of themselves staring back: nostalgic moments with friends from school, reminders of painful breakups, birthdays and graduations, posts that allude to drama with family, experiences of travel, and blurry drunken photos. How do we make sense of our own personal histories inscribed on and through social media? What are the implications for future careers, for public trust in social media companies, and for our own memories? Growing up on Facebook examines the role of Facebook, and other social media platforms that have emerged around Facebook, in mediating experiences of ‘growing up’ for young people. Based on interviews with the first generation of young people to grow up with social media, the book covers education and employment, love and relationships, family life, and leisure (drink-
ing, travel, and music). It touches on processes of impression management, privacy, context collapse, and control, and raises critical questions about the standards we hold social media platforms to, as they become the guardians of our personal histories. The book will appeal to both academic and general audiences alike. Students and scholars in media and communications, the sociology of youth, and beyond, will find strong connections to the literature and acknowledgement of the methodological detail of the study the book is based on. The themes and issues covered in the book are also of broader interest, and will appeal to people who have themselves grown up in the era of social media, to parents, educators, anyone interested in how we look back at social media as a personal memory archive.

Ideal for undergraduate youth studies courses such as Youth, Culture and Social change and Sociology of Youth, as well as Master level courses in Mass Communications, Digital Cultures, Media & Communications, Sociology, and Internet Studies.

Christine Nyström · Carolyn Wiebe · Susan Maushart (eds.)

The Genes of Culture
Towards a Theory of Symbols, Meaning and Media, Volume 1

New York, 2020
Understanding Media Ecology, Vol. 6

Richard Craig (ed.)

Navigating the News
A Guide to Understanding Journalism

New York, 2020
Mass Communication and Journalism. Vol. 24

Ted Gest · Dotty Brown (eds.)

Inside the Upheaval of Journalism
Reporters Look Back on 50 Years of Covering the News

New York, 2020
Mass Communication and Journalism. Vol. 28

Christine Nyström’s provocative work offers up a fresh approach to ongoing—and increasingly urgent—questions about the role of symbols and technology in shaping human experience. In lucid, lively and always-accessible prose, she examines an eclectic range of topics—from Hopi grammar to the etiquette of beach-going to the primal allure of the horror film—to uncover the principles that structure the way we make meaning of our world. A cross-disciplinary tour-de-force, The Genes of Culture integrates insights from philosophy, the physical sciences, social psychology and cultural criticism to pose challenging questions for today’s students of media. An exemplary foundation reader for graduates or undergraduates in communication and media studies.

Ideal for undergraduate and graduate courses in media ecology, media studies, and communication studies.

Christine Nyström’s provocative work offers up a fresh approach to ongoing—and increasingly urgent—questions about the role of symbols and technology in shaping human experience. In lucid, lively and always-accessible prose, she examines an eclectic range of topics—from Hopi grammar to the etiquette of beach-going to the primal allure of the horror film—to uncover the principles that structure the way we make meaning of our world. A cross-disciplinary tour-de-force, The Genes of Culture integrates insights from philosophy, the physical sciences, social psychology and cultural criticism to pose challenging questions for today’s students of media. An exemplary foundation reader for graduates or undergraduates in communication and media studies.

Ideal for undergraduate and graduate courses in media ecology, media studies, and communication studies.
The Rise of Weaponized Flak in the New Media Era

Beyond the Propaganda Model

Brian Michael Goss

New York, 2019. X, 212 pp., 2 tables

Intersections in Communications and Culture. Global Approaches and Transdisciplinary Perspectives. Vol. 35

pb. ISBN 978-1-4331-4258-1
CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-$ 40.95
ebook ISBN 978-1-4331-4260-4
CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-$ 40.95
hb. ISBN 978-1-4331-4259-8
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-$ 114.95

The Rise of Weaponized Flak in the New Media Era presents the first book-length examination of flak as a form of political harassment, authored by a seasoned researcher on political discourse and mass media. Flak against news media was a component of the Edward Herman-Noam Chomsky seminal «Propaganda Model.» However, in the thirty years since the model was introduced, flak has become an increasingly significant and prevalent sociopolitical force in its own right, in large part for the proliferation of new media platforms. Flak is not simply good faith or tough criticism. Rather, flak discourses and actions go on attack for the purpose of delegitimizing, disabling, and even criminalizing political foes, however tendentiously. The book presents cross-disciplinary appeal for students and scholars of mass media, new media, political science, and sociology—as well as for anyone concerned with today’s sociopolitical environment. Given the book’s seminal examination of the topic, the introductory chapters in Part I extensively map out flak’s current forms and delineate similarities and distinctions from scandal and activism. Newly-minted terminology is introduced to flesh-out contemporary flak (for example, flak-in-discourse, boutique flak, phantom flak). The balance of the book is organized around case studies of flak mills (Part II) and flak issues (Part III). In particular, Part II drills down into the flak discourses and techniques of dedicated flak mills that characterize themselves as, respectively, journalistic and think tank organizations. Part III of the book features case studies of flak around elections and universities in the United States.

Ideal for undergraduate and graduate courses in Communication, Media Studies, Speech Communication, and Political Science.

Karen Russell

Promoting Monopoly

AT&T and the Politics of Public Relations, 1876-1941

New York, 2020

pb. ISBN 978-1-4331-4734-0
CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-$ 40.95
ebook ISBN 978-1-4331-4735-7
CHF 45.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-$ 40.95
hb. ISBN 978-1-4331-4733-3
CHF 118.– / €D 105.40 / € 95.80 / £ 77.– / US-$ 114.95

Since the invention of the telephone in 1876, publicity has been central to the growth of the industry. In its earliest years the Bell company enjoyed a patent monopoly, but after Alexander Graham Bell’s patents expired, it had to fight competitors, the public, and the U.S. government to maintain control of the telephone network. It used every means its executives could imagine, and that included constructing one of the earliest and most effective public relations programs of its time. This book analyzes the development of public relations at AT&T, starting with a previously forgotten publicist, William A. Hovey, and then including James D. Ellsworth and Arthur W. Page, who worked with other Bell executives to create a company where public relations permeated almost every aspect of work, leveraging employee programs, stock sales, and technological research for PR. Critics accused it of disseminating propaganda, but the desire to promote and protect the Bell monopoly propelled the creation of a corporate public relations program that also shaped the legal, political, media, and cultural landscape.

Ideal for graduate courses in media history and business history seminars.

Lesa Hatley Major • Stacie Meihaus Jankowski

Health News and Responsibility

How Frames Create Blame

New York, 2020. XIV, 236 pp., 26 tables

Mass Communication and Journalism. Vol. 21

pb. ISBN 978-1-4331-4093-8
CHF 50.– / €D 47.95 / €A 48.– / € 40.– / £ 32.– / US-$ 47.95
ebook ISBN 978-1-4331-4092-1
CHF 129.– / €D 114.60 / € 104.20 / £ 84.– / US-$ 124.95

Who the public blames for health problems determines who the public believes is responsible for solving those health problems. Health policies targeting the broader public are the most effective way to improve health. The research approach described in this book will increase public support for critical health policies. The authors systematically organized and analyzed 25 years of thematic and episodic framing research in health news to create an approach to reframe responsibility in health news in order to gain public support for health policies. They apply their method to two of the top health issues in world—obesity and mental health—and conclude by discussing future research and plans for working with other health scholars, health practitioners, and journalists.

Ideal for graduate courses in health communication and public health media campaigns.
William L. Benoit · Andrew C. Billings

The Rise and Fall of Mass Communication

New York, 2020

Mass Communication and Journalism. Vol. 27

Ideal for undergraduate & graduate level political communication courses.

C. S. Lewis, based on the popularity of his books and essays, is one of the best communicators of the twentieth century. During his lifetime he was hailed for his talents as author, speaker, educator, and broadcaster; he continues to be a best-selling author more than a half-century after his death. C. S. Lewis and the Craft of Communication analyzes Lewis’s communication skill. A comprehensive review of Lewis’s work reveals five communication principles that explain his success as a communicator. Based on Lewis’s own advice about communication in his books, essays, and letters, as well as his communication practice, being a skilled communicator is to be holistic, intentional, transpositional, evocative, and audience-centered. These five principles are memorably summarized by the acronym Hi TEA. Dr. Steven Beebe, past president of the National Communication Association and an internationally-recognized communication author and educator, uses Lewis’s own words to examine these five principles in a most engaging style.

Ideal for undergraduate and graduate communication studies courses in principles of communication, rhetoric and public speaking, as well as English literature, religion, and philosophy courses on C. S. Lewis.

Michael B. Goodman · Peter B. Hirsch

Corporate Communication

Transformation of Strategy and Practice

New York, 2020

Corporate Communication: Transformation of Strategy and Practice takes advantage of the responses of Chief Communication Officers to

the CCI Corporate Communication Practices and Trends Studies from 1999 to 2019 to explore the impact of these developmental phases: The Internet and Corporate Websites; Social Media in and out of Corporate Communication; and Business Digitization. The aim of this exploration is to focus our understanding of the foundation on which the profession of corporate communication was established, and to provide the context to analyze corporate communication practices from the initial uses of the Internet by corporations to the contemporary fragmented media environment.

Ideal for undergraduate & graduate courses in corporate communication.

Jim Macnamara

Beyond Post-Communication

Challenging Disinformation, Deception, and Manipulation

New York, 2020

While many analyses have examined disinformation in recent election campaigns, misuse of ‘big data’ such as the Cambridge Analytica scandal, and manipulation by bots and algorithms, most have blamed a few bad actors. This inclusive analysis presents evidence of deeper and broader corruption of the public sphere, which the author refers to as post-communication. With extensive evidence, Macnamara argues that we are all responsible for the slide towards a post-truth society. This analysis looks beyond high profile individuals such as Donald Trump, Russian trolls, and even ‘Big Tech’ to argue that the professionalized communication industries of advertising, PR, political and government communication, and journalism, driven by clickbait and aided by a lack of critical media literacy, have systematically contributed to disinformation, deception, and manipulation. When combined with powerful new communication technologies, artificial intelligence, and lack of regulation, this has led to a ‘perfect data storm’. Accordingly, Macnamara proposes that there is no single solution. Rather, he identifies a range of strategies for communication professionals, industry associations, media organizations and platforms, educators, legislators, regulators, and citizens to challenge post-communication and post-truth.

Ideal public relations, advertising, journalism, political communication, contemporary democracy, ethics in public communication.
Despite growing recognition of the diversity of family forms and structures, discourses among family scholars and practitioners as well as in popular culture continue to operate from the assumption that families are fairly homogeneous in terms of the values and beliefs, social positions, and identities of individual family members. *Navigating Relationships in the Modern Family* provides a unique and important perspective on how communication within and about families related to issues of identity and difference can ameliorate negative processes and, at times, potentially amplify positive outcomes such as well-being and relational solidarity. Chapters in this edited volume focus on divergent social identities in the family (e.g., interfaith families, multiethnic-racial families, acculturation and immigration) as well as differences emerging from family formative processes (e.g., stepfamilies, in-law relationships, foster care). In addition to synthesizing the current state of the scholarship in these particular family contexts, each chapter discusses the interplay between families and the larger social and cultural context. For instance, how does grandparent-grandchild communication influence attitudes toward older adults and aging? Can we improve interfaith dialogue in larger societal interactions by understanding the interplay between families and the larger social and cultural context? How do ideologies of social class and social discourses about adoption and foster care influence family functioning? Chapters conclude with a discussion on implications for scholars and family practitioners. The edited volume would make an ideal primary or secondary text for upper-level undergraduate and graduate courses in Hip Hop education, urban education, and teacher education.
The Doctor Still Knows Best
Janet Farrell Leontiou
How Medical Culture Is Still Marked by Paternalism

Health Communication. Vol. 15

The Doctor Still Knows Best explores an answer to the question: how can medical culture still be marked by paternalism despite the focused attempts by the medical community to put doctor and patient on more equal footing? The recent push within medicine has been on shared decision-making, truth-telling by the doctor, and creating a medical culture that is patient-centered. The author has discovered that, in practice, medicine tells a very different story. Since entering the medical world twenty years ago seeking treatment for infertility through IVF, subsequently seeking treatments for her disabled son through the present day, Janet Farrell Leontiou has continually encountered a medical culture where she is not treated as an equal. As a professor of communication, the author has developed an ear for language and is able to deconstruct the ways in which communication choices create a patriarchal medical culture. Dr. Farrell Leontiou also understands how no communication can create a culture without her participation. She, therefore, invites the reader to think through and successfully engage the urban and rural binary. The urban-rural divide helps shape our understandings of geographic areas and the people who inhabit them. Regional identities often become most apparent in the differences (real and perceived) between urban and rural areas. Politicians recognize the perceived differences and develop messages based on that knowledge. Media highlight and exacerbate the differences to drive ratings. Cultural markers (from memorials to restaurants and memoirs and beyond) point to the differences and develop messages based on that knowledge. Regional differences matter. Even in an increasingly globalized world, rhetorical attention to regionalism yields very different understandings of geographic areas and the people who inhabit them. Regional identities often become most apparent in the differences (real and perceived) between urban and rural areas. Politicians recognize the perceived differences and develop messages based on that knowledge. Media highlight and exacerbate the differences to drive ratings. Cultural markers (from memorials to restaurants and memoirs and beyond) point to the differences and even help to construct those divisions. The places identified as urban and rural even visually demarcate the differences at times. This volume explores how rhetoric surrounding the urban and rural binary helps shape our understanding of those regions and the people who reside there. Chapters from award-winning rhetorical scholars explain the implications of viewing the regions as distinct and divided, exploring how they influence our understanding of ourselves and others, politics and race, culture, space and place, and more. Attention to urban and rural spaces is necessary because those spaces both act rhetorically and are also created through rhetoric. In a time when thoughtful attention to regional division has become more critical than ever, this book is required reading to help think through and successfully engage the urban/rural divide.

Wendy Atkins-Sayre • Ashli Quesinberry Stokes (eds.)

City Places, Country Spaces
Rhetorical Explorations of the Urban/Rural Divide


Regional differences matter. Even in an increasingly globalized world, rhetorical attention to regionalism yields very different understandings of geographic areas and the people who inhabit them. Regional identities often become most apparent in the differences (real and perceived) between urban and rural areas. Politicians recognize the perceived differences and develop messages based on that knowledge. Media highlight and exacerbate the differences to drive ratings. Cultural markers (from memorials to restaurants and memoirs and beyond) point to the differences and even help to construct those divisions. The places identified as urban and rural even visually demarcate the differences at times. This volume explores how rhetoric surrounding the urban and rural binary helps shape our understanding of those regions and the people who reside there. Chapters from award-winning rhetorical scholars explain the implications of viewing the regions as distinct and divided, exploring how they influence our understanding of ourselves and others, politics and race, culture, space and place, and more. Attention to urban and rural spaces is necessary because those spaces both act rhetorically and are also created through rhetoric. In a time when thoughtful attention to regional division has become more critical than ever, this book is required reading to help think through and successfully engage the urban/rural divide.

Ideal for courses in health communication, narrative medicine, and medical humanities.

Charles E. Morris III • Kendall R. Phillips (eds.)
The Conceit of Context
Resituating Domains in Rhetorical Studies

New York, 2020
Frontiers in Political Communication. Vol. 46

This edited volume features essays derived from presentations delivered at the 15th Biennial Public Address Conference held at Syracuse University in October 2016, as well as additional material. The Conceit of Context explores the often invoked—indeed a central term in the history of rhetorical studies—but less often engaged concept of context. In this volume, we center the notion of context as the site of engagement, critique, and imagination, seeking to deepen the critical and political promise of context in the study of public discourse.

Ideal for undergraduate and graduate courses in Rhetorical Criticism, Public Address, Rhetorical History, and Critical/Cultural Studies.
As demonstrated by the 2016 presidential election, memes have become the suasive tacit par excellence for the promotional and recruitment efforts of the Alt-right. Memes are not simply humorous shorthands 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 compatriots. 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 divisiveness that nurture peace. The holistic conception of peace developed in this book may guide and inspire individuals, institutions, and international organisations with regards to how to make peace.

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

new in paperback!

Scherto Gill • Garrett Thomson
Understanding Peace Holistically
From the Spiritual to the Political


As the authors build up a theory of peace from the spiritual to the relational and communal towards the socio-political, this book also identifies key principles that characterise international and institutional processes that nurture peace. The holistic conception of peace developed in this book may guide and inspire individuals, institutions, and international organisations with regards to how to make peace.

Ideal for graduate courses in Peace & Conflict Studies, International Peace and Security, and International Relations.

Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to strategic management of complex issues that arise from the tension between fiduciary and ethical priorities. If the challenge of management is making decisions in situations of uncertainty, Coffee and Conflict in Colombia is the ultimate test of finding a business solution in extremely volatile situations. Based on firsthand experience on-site and years of rigorous research, this book leverages a real-world case of a global coffee consortium facing the challenge of negotiating wages for its farmworkers during a low-intensity conflict in and around Colombia. Beyond the direct consequences of the negotiation, many farmworkers are ready to join local militia if a wage deal cannot be reached, thereby fueling the cycle of local instability and violence. Putting readers in the conflict scenario, readers form critical relationships with characters that introduce them to managing this high-stakes situation with limited information and considerable time pressure.

Ideal for undergraduate business courses and MBA courses in global business issues, critical management studies, and stakeholder management.

Coffee and Conflict in Colombia
Part of the Pentalemma Series on Managing Global Dilemmas

New York, 2020. XVI, 88 pp., 3 b/w ill.

Dylan Scudder

CHF 48.– / € 45.95 / € 46.– / £ 38.40 / US-$ 46.95

hb. ISBN 978-1-4331-7565-7

CHF 48.– / € 45.95 / € 46.– / £ 38.40 / US-$ 46.95

ebook ISBN 978-1-4331-8021-7
Dylan Scudder

Conflict Minerals in the Democratic Republic of Congo

Part of the Pentalemma Series on Managing Global Dilemmas

New York, 2020. XVI, 94 pp., 3 b/w ill.

hb. ISBN 978-1-4331-7561-9
CHF 48.– / €D 41.95 / €A 42.20 / € 38.40 / £ 31.– / US-$ 46.95
ebook ISBN 978-1-4331-7562-6
CHF 48.– / €D 45.95 / €A 46.– / € 38.40 / £ 31.– / US-$ 46.95

Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to international management of complex issues that arise from the tension between fiduciary and ethical priorities. If the challenge of management is making decisions in situations of uncertainty, Conflict Minerals in the Democratic Republic of Congo is the ultimate test of finding business solutions in extremely volatile situations. Based on firsthand experience and years of rigorous research, this book leverages a real-world case of a global tech company grappling with the dilemma of whether to continue sourcing a vital mineral in the conflict-affected region of the Democratic Republic of Congo at the risk of ruining its reputation or to suffer the immediate financial consequences of pulling out. Putting readers in the role of consultants to a client operating in the area lets them experience defining moments of managing with limited information, time pressure and a dwindling budget. Almost as if “parachuting” into an escalating conflict scenario, readers form critical relationships with characters that introduce them to management tools and techniques they need to arrive at a successful conclusion. The excitement and intensity of Conflict Minerals in the Democratic Republic of Congo equips business leaders of today and tomorrow with valuable know-how they can apply to the uncertainties of everyday business in an international context.

Ideal for undergraduate business courses and MBA courses in global business issues, critical management studies, and stakeholder management.

Dylan Scudder

Mining Conflict in the Philippines

Part of the Pentalemma Series on Managing Global Dilemmas

New York, 2020. XVI, 92 pp., 3 b/w ill.

hb. ISBN 978-1-4331-7632-6
CHF 48.– / €D 41.95 / €A 43.30 / € 39.20 / £ 32.– / US-$ 46.95
ebook ISBN 978-1-4331-7633-3
CHF 48.– / €D 46.95 / €A 47.– / € 39.20 / £ 32.– / US-$ 46.95

Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to strategic management of complex issues that arise from the tension between fiduciary and ethical priorities. If the challenge of management is making decisions in situations of uncertainty, Mining Conflict in the Philippines is the ultimate test of finding business solutions in extremely volatile situations. Based on firsthand experience and years of rigorous research, this book leverages a real-world case of a global mining company facing the challenge of doing business in a highly unpredictable environment in which staff and assets are under threat by a local organization that wants the company to leave. Putting readers in the role of consultants to a client operating in the area lets them experience defining moments of managing with limited information, time pressure and a dwindling budget. Almost as if “parachuting” into an escalating disaster scenario, readers form critical relationships with characters that introduce them to management tools and techniques they need to arrive at a successful conclusion. The excitement and intensity of Multi-Hazard Disaster in Japan equips business leaders of today and tomorrow with valuable know-how they can apply to the uncertainties of everyday business in an international context.

Ideal for undergraduate business courses and MBA courses in global business issues, critical management studies, and stakeholder management.

Dylan Scudder

Multi-Hazard Disaster in Japan

Part of the Pentalemma Series on Managing Global Dilemmas

New York, 2020. XVI, 100 pp., 3 b/w ill.

CHF 48.– / €D 41.95 / €A 43.30 / € 39.20 / £ 32.– / US-$ 46.95
ebook ISBN 978-1-4331-7558-9
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Against the backdrop of an increasingly globalized business environment, this book provides readers with a pragmatic approach to international management of complex issues that arise from the tension between financial goals and social imperatives. If the challenge of management is making decisions in situations of uncertainty, Multi-Hazard Disaster in Japan is the ultimate test of finding business solutions in extremely volatile situations. Based on firsthand experience and years of rigorous research, this book leverages a real-world case of a global company responding to a historical mega-disaster to let readers experience defining moments of managing with limited information, time pressure and a dwindling budget. Almost as if “parachuting” into an escalating disaster scenario, readers form critical relationships with characters that introduce them to management tools and techniques they need to arrive at a successful conclusion. The excitement and intensity of Multi-Hazard Disaster in Japan equips business leaders of today and tomorrow with valuable know-how they can apply to the uncertainties of everyday business in an international context.

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Contemporary thinkers and researchers from different parts of the world involved in achieving human development employ Vygotsky’s theory in order to deal with new social challenges arising in a global but deeply divided world (Santos, 2000; Souza e Santos, 2008; Martín-Baró, 1998). The chapters of this book shed light onto Vygotsky’s initial principles adding critical and social perspectives as a way of expanding his legacy to global contemporary needs such as a critical reflection from the perspective of social change, social dynamics and human development, ethical-political situations of action power, dialectic relationship of the human being with society, contradictions in an individual’s dramatic life events and awareness of the social environment to actively change the existing forms of life.

Ideal for upper level undergraduate & graduate courses in Education, Policy & Society; Inequalities and Social Science; and Globalisation and Social Change.

Revisiting Vygotsky for Social Change
Bringing Together Theory and Practice

New York, 2020
(Post)Critical Global Studies. Vol. 2

Pedro Carlos Louzada Fonseca
Introdução à misoginia medieval de Tertuliano a Chaucer
Estudo e leitura de textos fundamentais


The Peter Lang Companion to Latin American Science Fiction provides a comprehensive overview of science fiction in Latin America by addressing the history and criticism of the genre in the region. It not only maps the cornerstones of the field (books, comics, magazines, movies) but also studies the specific political, social and cultural concerns that gave rise to its distinctive patterns and ideas. This volume organizes and systematizes the state of the field. In this sense, the aim of the Companion is to analyze Latin American science fiction hand in hand with the literature and culture produced in the rest of the region, providing a proper context for its historic, cultural and political themes. Taking into account the complexity of contemporary debates in the field, the editors have made a point of inviting contributors from a wide variety of countries to produce the most diverse possible set of perspectives on the development of science fiction in Latin America. The volume serves the needs of readers interested in science fiction at large, either in its original language or in translation; students trying to understand the genre; and teachers seeking to address the main issues in the development of the genre in the region by including current approaches to the material. The Companion is an indispensable teaching and learning tool, as well as reference book for critics and interested readers.

Ideal for undergraduate courses in science fiction & comparitve literature.

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Estudo e leitura de textos fundamentais


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Ideal for undergraduate courses in science fiction & comparitve literature.
**Carlyle Thompson**

**The Tragic Black Buck**

Racial Masquerading in the American Literary Imagination,

3rd Edition


African-American Literature and Culture. Expanding and Exploding the Boundaries. Vol. 1

The new edition of *The Tragic Black Buck: Racial Masquerading in the American Literary Imagination* offers a fresh perspective on this trail blazing scholarship, and the singular importance of F. Scott Fitzgerald’s *The Great Gatsby* as a challenge to the racial hegemony of biological white supremacy. Fitzgerald convincingly and boldly shows how racial passing by light-skinned Black individuals becomes the most fascinating literary trope associated with democracy and the enduring desire for the American Dream.

**Ideal for courses on race in American literature and Literature of Racial Passing.**

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**Deborah Johnson • Wendy Oliver (eds.)**

**Women Making Art**

Women in the Visual, Literary, and Performing Arts Since 1960

Second Edition

New York, 2020

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This important interdisciplinary book is a unique and timely contribution to the field of women in the arts. Each chapter is devoted to a single artist and a single ground-breaking work that altered the course of its art form in a full array of genres, including dance, music, installation, photography, architecture, poetry, literature, theater, film, performance art, and popular culture. These discussions are preceded by a comprehensive introduction to art by women over the past century that sets the artists who follow in a context that insightfully illuminates their struggles, their achievements, and their places in history at a critical moment in the contemporary world. In this second edition, the authors have made a significant update with six new chapters, new photos, and a revised introduction. The new chapters take as their subjects the contributions of Yoko Ono, Crystal Pite, Caroline Shaw, Beyoncé, Kara Walker, and Diane Paulus. Each of the new chapters represents an artist or a category of art that has grown in prominence or engaged a significant redefinition in the contemporary world that was not addressed in the original edition of the book. Updating this material re-establishes the book’s priority and relevance, especially in its expansion of representation of artists of color and artists in popular culture, and reinforces its appeal not only as a popular read, but as a classroom textbook or resource at the university level.

**Ideal for upper level undergraduate & graduate level courses in women in the arts.**

Award Winners

2019 Outstanding Book of the Year for the International and Intercultural Communication Division (IICD) of the National Communication Association (NCA)

Haneen Shafeeq Ghabra

Muslim Women and White Femininity: Reenactment and Resistance


This book integrates the three fields critical theory, digital art making, and pedagogy, drawing from scholarship and practices of new media, social practice and community-based arts interventions, and arts education pedagogy. With a collection of essays from an international group of authors, we guide readers through steps artists and art educators’ use to explore digital media, using new media art making to enable voices and interrupt power structures.

The three sections of formation, co-construction, and intervention through critical digital practice, provide a survey of current research in new media art pedagogy and social practice. The first section explores interaction techniques, sound technology, 3D printing, pedagogy as sociomaterial, and data visualization as forms of critical digital media. The second section demonstrates examples of social media as means to engage communities and digital art making as ways to critically investigate citizenship, local and international issues, and bring together intergenerational conversation. The last section offers examples of new media art practices addressing the sociopolitical status quo and intervening to empower socially disadvantaged and relegated groups of people.

Collection offers an important survey to university new media art and social practice courses to show the range of ways media arts technology can be used in art practice.

Ideal for upper level undergraduate & graduate level art education courses such as Visual Culture and Educational Technologies, Computer Technology in Art Education and Technology in Art Education.

2019 Gerald R. Miller Outstanding Book Award presented by the Interpersonal Communication Division of the National Communication Association (NCA).

Dale Hample

Interpersonal Arguing

New York, 2018. XVIII, 306 pp., 13 b/w ill., 24 tables

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

View our journal information page here.

**Issues:**

**Philosophy of Theory in Higher Education, Issue 1/April 2019**

Special Issue on the Anthropocene in the Study of Higher Education

*Ryan Evely Gildersleeve and Katie Kleinhesselink, University of Denver, Guest Editors*

**Philosophy of Theory in Higher Education, Issue 2/July 2019**

Philosophy of Theory in Higher Education, Issue 3/Summer 2020

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