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Early childhood education is a new priority of European trends education and a means of increasing the quality of the life. This study aims to provide an analysis of the kindergartens in nature experiences, where children’s lives are conducted in close contact with nature and the outdoor activities in any season and in any weather are an important part of the daily program. These outdoor activities have a significant contribution to social and emotional development of the preschoolers. The concept of kindergartens in nature is an innovative educational concept in which the education for sustainable management and environment has an integrated approach. These activities contribute to the social and emotional development of preschoolers.
Anne Lise Ulmann · Pascale Garnier (éd.)
Travailler avec les jeunes enfants
Enquêtes sur les pratiques professionnelles d’accueil et d’éducation


Les publications sur la petite enfance concernent le plus souvent les politiques familiales et leurs conséquences sur l’emploi, ainsi que le développement et la socialisation des jeunes enfants. Mais que sait-on précisément du travail des professionnelles, des femmes dans leur très grande majorité, qui accueillent et prennent en charge ces enfants tout au long de leurs journées ? En fait, peu de chose, car sa fréquente naturalisation comme activité féminine fait obstacle à sa compréhension et sa reconnaissance. Ce livre a l’ambition de mettre les pratiques de travail de ces professionnelles au centre d’un travail d’enquetes pour analyser ce qu’elles éprouvent, pensent, mobilisent, inventent, transforment… Il met en lumière les différentes facettes de ce travail méconnu: les statuts d’emploi, les conditions réelles d’exercice, les conceptions éducatives, les apprentissages qu’il requiert, les exigences nouvelles sur la qualité, l’inclusion des enfants en situation de handicap… L’ouvrage explore ainsi des complexités insoupçonnées où, pour donner sens à ce travail, se reconfigurer sans cesse demandes parentales, éthique éducative et relations aux enfants. Grâce à la pluralité des contributions et des situations analysées, l’ouvrage concerne l’ensemble des formes d’accueil et d’éducation des jeunes enfants (accueil à domicile, crèche, école maternelle, jardin d’enfants, etc.), et les différentes professions qui y exercent (éducatrice de jeunes enfants, auxiliaire de puériculture, personnels titulaires d’un CAP petite enfance, enseignante, assistante maternelle…). Avec les contributions de Geneviève Cresson, Xavier Devetter, François Ndjapou Pascale Garnier, Pascale Molinier Martine Janner Raimondi, Daniela Rodriguez, Anne Lise Ulmann, Michel Vandenbroeck.

Mary M. Dalton · Laura R. Linder
Teacher TV
Seventy Years of Teachers on Television, Second Edition

New York, 2020. XVI, 290 pp., 27 b/w ill.
Counterpoints. Studies in Criticality. Vol. 320

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 shows of the era to larger cultural themes. “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 in society. The racial tensions of the 1960s take a more implicit form on two series and are examined in “1960s Race and Social Relevancy: The Bill Cosby Show and Room 222.” In “1970s Ideology and Social Class: Welcome Back Kotter and The Paper Chase,” both lower and upper ends of the class spectrum are blunted in favor of storylines that are personal and predictable instead of overtly political. Two popular television sitcoms validate educational privileges for elite students in “1980s Normalizing Meritocracy: The Facts of Life and Head of the Class.” The 1980s reflect a return to conservatism, and two popular television sitcoms mark the transition by validating educational privileges for elite students. The 1990s mark a time of significant change for teachers on television. In “Gaining Ground From Margin to Center: Hangin’ With Mr. Cooper and My So Called Life,” the two featured shows, illustrate the mundane and the provocative in teacher depictions on television. In “Embracing Multiculturalism: Boston Public and The Wire” we use these dramas as exemplars of the 2000s to examine themes such as race, gender, and sexuality, but view them through a new lens. Chapter Eight is new to this edition and looks at the downward spiral in the depiction of educators in popular culture during 2010s and pays specific attention to Madam Secretary and Teachers. The Afterword, which is also new, explores these television texts in the larger socio-political context and makes important links between television narratives and issues of identity, the culture of testing, poverty, and dropping out. We must reestablish the importance of public education and consider its essential role in creating an informed citizenry, which is necessary for the future of democracy. Recent trends represent a dangerously skewed view of educators, and it is essential that we begin to “flip the script”—literally and figurative—to combat the cynicism of today’s television narratives and stop the way those stories influence public perceptions of education in America.
De/constructing Literacies: Considerations for Engagement

Liesa Griffin Smith

Curriculum as Community Building

The Poetics of Difference, Emergence, and Relationality

Our contemporary historical moment is often characterized by social, political, economic, technological, and educational complexities, as well as lived experiences of estrangement, isolation, insecurity, loss, threat, and trauma. Within this difficult context, conventional understandings of community which often rely upon assimilation or exclusion are devoid of hope, and new imaginations of community and community building are needed to cultivate generative, nurturing, sustaining experiences of life together. Through a multi-threaded exploration of the curriculum as embodied and emerging in a living ecosystem, new conceptualizations of community building may emerge. Drawing upon post-structural feminism, poetics, autobiography, and metaphors of the maternal body, this book explores the complicated intersections of difference, embodiment, emergence, and relationality within the curriculum, to reimagine the possibilities of building the other community, one inclusive of difference. Facing the challenges of our time with hope, grace, and creativity, this book is uniquely positioned in a middle space between the theoretical concerns of the academic community and the needs for accessibility by the practitioner within an instructional context.

Curriculum

Xavier Bonal · Eve Coxon · Mario Novelli · Antoni Verger (eds.)

Education, Globalisation and the State

This book pays tribute to an intellectual giant. The twenty-one succinct chapters comprising the volume, and the variety of scholars who have authored them, are indicative of his intellectual, geographical and intergenerational reach. These chapters reflect the towering influence of Roger Dale’s work in fields such as the Sociology of Education, Globalization and Education Policy Studies, and Comparative and International Education. While engaging critically with Roger’s intellectual ideas—and without exception the authors demonstrate the significance of these to their own theoretical and research endeavors—they also include personal reflections on his role as mentor, role model, networker, and friend. Together the chapters are testimony to the richness, quality and diversity of Roger Dale’s work and the extent to which it has inspired several generations of scholars from very different world locations. In a final chapter, Roger Dale himself responds from his usual humble position to all contributors and reviews the key aspects of an exceptional and ongoing intellectual journey.

Education and Globalisation

Régis Malet · Bruno Garnier (éd.)

Education, Mondialisation et Citoyenneté

Cet ouvrage traite, dans une perspective comparatiste internationale, de la construction de la notion de citoyenneté et de sa circulation dans des espaces scolaires et sociaux à l’ère de la mondialisation. Cela se réalise par la complémentarité des expertises mobilisées et par la variété des contributions et des ancrages géoculturels de leurs auteurs. Il offre ainsi une diversité de regards analytiques sur le processus de mondialisation de l’éducation, vu sous l’angle de la gestion des identités, de la diversité et de la promotion de la citoyenneté. Il invite à une lecture croisée des dynamiques culturelles, historiques et sociales dans des sociétés à la fois fragmentées et reliées entre elles.
**Carlos Nevarez & J. Luke Wood**  
**Community College Leadership and Management**  
Reframing Institutional Practices for Student Success


*Education Management. Vol. 11*


CHF 65.– / € 56.95 / € 62.50 / £ 52.50 / US-$ 62.95
ebook (SUL) • ISBN 978-1-4331-7446-9

CHF 65.– / € 56.95 / € 62.50 / £ 52.50 / US-$ 62.95

Community College Leadership and Management places emphasis on re-framing college practices in order to advance student success. This calls for leaders to be well versed on promising strategies which have illustrated evidence in advancing academic success. Such practices include intrusive academic advising, exit interviews with dropouts and graduates, and the use of technology to supplement face-to-face academic counselor advising. These leaders are aware of and welcome the challenges and opportunities a changing student population presents to community colleges. The authors critically analyze and call for a deconstruction of conventional practices and the construction of new approaches to understand how student success is envisioned. For example, a redefinition of what constitutes student success is advanced. A redefinition of student success—as the attainment of an academic, vocational, career, or personal goal—is put forth. This broader perception, definition, and meaning of student success is not limited to or constrained by an accountability paradigm. It is driven by the need to capture a more complete picture of the trajectory of contemporary and traditional enrollees from increasingly diverse backgrounds: students whose goals do not fit solely and neatly into two traditionally dominant outcomes like graduation and transfer. It is the role of community college leaders to affirm, inculcate, and communicate this more nuanced definition, allowing it to guide the vision and mission, programs, policies, and practices of the institution. Carlos Nevarez and Luke J. Wood support their arguments through various models, frameworks, research findings, case studies, and presentation of self-reflective questions aimed at advancing reflective community college scholar-practitioners.

**Ellen P. McShane**  
**Conquering Trauma and Anxiety to Find Happiness**

New York, 2020. XIV, 272 pp., 29 b/w ill.

*hb. • ISBN 978-1-4331-6867-3*

CHF 93.– / € 80.95 / € 82.50 / £ 75.– / US-$ 89.95
ebook (SUL) • ISBN 978-1-4331-6864-2

CHF 93.– / € 80.95 / € 82.50 / £ 75.– / US-$ 89.95

Conquering Trauma and Anxiety to Find Happiness offers trauma victims suffering from anxiety and other disorders freedom from continued emotional suffering. National mental health statistics state 60% of adults, approximately 150,000,000 people, report experiencing trauma. The National Institute of Mental health states 42,000,000 American adults live with an anxiety disorder often resulting from trauma. Through this book’s focus on affect theory and affect labeling, these millions of traumatized and anxious individuals learn to stop living with chronic stress and their reactive, inflexible, and rigid responses to life. This book offers affect theory as a biological explanation to the consequences of living as a trauma victim by understanding what happened to them and repairing the harm. Affect theory presents nine biologically-coded affects to explain emotion, motivation, behavior, and personality with two positive, one neutral, and six negative affects. Stimulus from our environment activates an affect and its preprogrammed responses within our brain and body. Through facial expressions, along with other physical manifestations, we understand when an affect activates to help us understand our feelings. Another intervention featured in this book, affect labeling or putting feelings into words, encourages us to focus attention in the present moment to read our body’s sensory information and integrate our brain and mind. Trauma victims understand how therapy provides an important intervention for recovery. An affect management system offers various interventions, such as diet and exercise, to overcome the consequences of trauma and anxiety. We no longer need to suffer if we experience trauma and anxiety.
Phra Nicholas Thanissaro
The Intuitive Buddhist
Psychological Type as a new hermeneutic of Buddhist diversity in the West

By examining teenage heritage and convert Buddhist communities in the West through the lens of Psychological Type, this book presents hard evidence from hundreds of self-identifying Buddhists in the UK, that the diversity of Buddhists, previously described in terms of ethnic dichotomy, is better explained in terms of Psychological Type preferences. By moving past biologically determined features such as ethnicity, the book represents a long overdue yardstick for the full spectrum of diversity within the Buddhist community – since Psychological Type preferences, such as the sliding scale of Intuition, give more predictive nuance and avoid orientalist prejudice. The book puts Buddhism on the map of Psychology of Religion by showing the statistical links between personality and more than twenty individual differences, including tendency to meditate or visit the temple. The hermeneutic of intra-Buddhist diversity described in this book, apart from providing a mirror of self-understanding for individual Buddhist practitioners, can be applied by anthropologists of Buddhism, Religious Education stakeholders and chaplains to ensure equality and objectivity in their work. Meanwhile, the book’s relatable ‘Type Compass’ style of graphic presentation represents a common ‘language’ for religious study that invites comparison between Buddhism and other faith traditions.

Marina Avelar
Disrupting Education Policy
How New Philanthropy Works to Change Education

Philanthropy is on the rise around the world, working in the fields of health, development and, most often, education. Different from charity, now donations are used as “social investment” with specific goals. In education, big corporations and wealthy business-men strive to reform education through their philanthropic “giving”, and have managed to assemble considerable influence in policymaking processes in many countries. But how do new philanthropy organisations promote education reform? And how does their policy work look like in practice? In this book, the author analyses the efforts of large foundations in Brazilian education governance to address these questions. Though having the main empirical setting of Brazilian institutions, this book analyses networks, policies and discourses that surpass national borders and also addresses how new philanthropists are connected to global networks. With support of network ethnography and concepts from Political Science and Human Geography, the author invites the readers to challenge preconceived ideas of how governments and new philanthropy operate, and observe the behind-the-scenes work of new philanthropy to reform education.

Giedrė Kvieskienė • Vytautas Kveska • Gerd-Bodo von Carlsburg
Social Clustering: Paradigm of Trust

The monograph Social Clustering: Paradigm of Trust combines smart education strategies, social clustering and innovative educational practices. Networking and intersectoral empowerment help leaders operate the multifunctional, multicriterion, multisector approach and develop trust-based family, community, and regional and national prosperity. Aspiration for common objective; consensus on the most important priorities of the public interest; successful social partnership between the public, private, civic
Abdín Noboa-Ríos

Critical Issues of Latinos and Education in 21st Century America

Where Are We?

Critical Studies of Latinxs in the Americas. Vol. 24

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 replaced by births. Meanwhile, our public schools are in trouble, where “normalized failure” has become the new norm and international achievement has reached new lows. In this mix, Latinos are 1-in-3 newborns. As the future of America is now “extrinsically linked” to the fate of these children, our educational system must be more responsive or the nation is imperiled. For this book, Abdín Noboa-Ríos interviewed 112 prominent educators nationwide, including some of the best Hispanic educators and thought leaders to search for answers to America’s educational challenges. What do they say? What do these leaders see? What can we learn? Their many suggestions and concerns are well highlighted. For these 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. We cannot undermine the severity of the problem.

Mairi McDermott

Mapping the Terrains of Student Voice Pedagogies
An Autoethnography

Critical Qualitative Research. Vol. 28

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.
In today’s Turkey under the Justice and Development administration, it seems that religion becomes or is imposed as an important element of the Turkish national identity. The education system works as the channel for promoting this change. Thus, the case of Turkey is that of a nation-state that has been under construction since it emerged from a successful war of independence, and any analysis of policies needs to pay careful attention to the dominant state ideology. Set against the general historical background, this analysis examines and interprets the educational policies and decision-making in this area in relation to political ideologies. In fact, it is the series of Justice and Development Party (Adalet ve Kalkınma Partisi – AKP) governments which, since the party’s first election victory in 2002, have implemented several reforms so as to change educational thinking in Turkey. Within this framework and especially after 2002, Islam, and most specifically the Turkish political Islam, plays an important and defining role in Turkish society. It is an agenda, consisting of market-oriented education, that includes transforming and privatising the public education system, developing policies on religious education in line with emerging notions of political Islam, promoting the growth of Islamic educational curricula, whether in Imam-Hatip schools or in higher education, and generally putting more emphasis upon Islam as an important constituent of the Turkish national identity. This book provides both historical context and state policy information in order to meet researchers’ and lecturers’ needs and expectation to learn about the characteristics of different policies used by Turkish governments in education. It enables civil society groups, researchers, university students and academics to identify problems and opportunities that the Turkish Government has been dealing with. Hence, it can be used both by researchers and policy makers as well as educators.

Onur Şaraplı
State Ideology and Education in Turkey, 1980–2015


hh. • ISBN 978-1-4331-8260-0
CHF 98.– / €83.95 / €83.10 / £79.20 / $94.95
ebook (SUL) • ISBN 978-1-4331-8257-0
CHF 98.– / €83.95 / €83.10 / £79.20 / $94.95

Lorsque la recherche se donne des objets d’étude correspondant à des activités humaines, comme c’est le cas en éducation et formation, elle est de fait confrontée au défi qui consiste à rendre compte du réel et à agir sur lui. Cette question intéresse toutes les sciences humaines et sociales (SHS) qui ont pour objet le travail que la société fait sur elle-même pour se maintenir/se transformer. Comment rendre compte des rapports entre activités de compréhension et de transformation du monde, qui traversent et structurent la recherche, sans les enfermer dans des rapports d’opposition ou de disjonction ? Comment cette tension se manifeste-t-elle et comment est-il possible au chercheur de s’en emparer et de se positionner vis-à-vis d’elle ?

Joris Thievenaz • Jean-Marie Barbier • Frédéric Saussez (éd.)
Comprendre/Transformer

Bern, 2020. VIII, 284 p., 16 ill. en couleurs, 2 ill. n/b, 1 tabl.
Exploration. Collection de la Société Suisse pour la Recherche en Education.
Vol. 189

br. • ISBN 978-3-0343-4023-6
CHF 44.– / €38.95 / €39.40 / £35.80 / $42.95
ebook (SUL) • ISBN 978-3-0343-4023-6
CHF 44.– / €38.95 / €39.40 / £35.80 / $42.95
Perceptions which may come into play in CLIL practices. This book studies the perceptions and motivation regarding CLIL in three groups of CLIL physics and chemistry students and their CLIL teacher in a plurilingual high school located in Galicia.

L. Lennie Irvin

Reflection Between the Drafts

Focuses on reflection in process rather than reflection on process. Based on empirical research, the text presents a theory to describe and explain what happens when students reflect between drafts useful to teachers and scholars interested in reflection. It identifies a common dynamic found in these reflections as well as four factors that represent key dimensions within between-the-draft reflection. Writers’ conception of their goal and ideas of success represents the most important controlling factor in their reflection and the role it may play in their writing. Reflection Between the Drafts is highly rhetorical, and the text explores the special kairotic moment between drafts, the connection of this reflection to rhetorical invention, as well as the nature of the reflective knowledge generated from this particular reflective stance between drafts that guides writers’ revision. The text also discusses the place of between-the-draft reflection in a writing curriculum and shares classroom practices for encouraging productive reflection between drafts.
For most college athletes, the end of their athletic career comes when their college eligibility runs out. While some college athletes will move seamlessly from being a college athlete to a career professional, many others struggle to adjust to life without sports. This book fills a gap in the sport retirement literature and adds to our understanding of what it means to leave sport. Steeped in scholarly literature and narrative inquiry research, the book reveals the complexity of a strong athletic identity developed over years of sport participation. Through narratives of former college athletes readers gain a deeper understanding of the emotions and challenges caused by leaving sports participation behind. The final chapters of the book provide strategies to improve the transition out of sport for college athletes. This book is useful for graduate programs that prepare academic advisors to work with college athletes or sports management programs with a course on intercollegiate athletic environments. The book is also useful reading for counselors, academic advisors, coaches, and parents of athletes at all levels of sport participation.
The public dimension of the body became paramount in the first half of the 20th century, when the image of the modern man, with his virile stereotypes, became a cliché, in strict connection with nation building first and totalitarian ideologies later. Yet, different cultural and educational trends advocated for life reform and liberation of the body. Both the metaphorical and the material body were invested by cultural, religious, political and educational theories and practices with strong links and similarities but also national differences. Thanks to an international scholarly work about body education in ten European countries, this volume allows a wide comparative analysis about life reform; physical education and sport; children’s bodies, emotions, hygiene and (ab)normality.

Marianne Zogmal

«Savoir voir et faire voir »

Les processus d’observation et de catégorisation dans l’éducation de l’enfance


Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 187

This book offers a research-based insight into a unique - and growing - group of teachers: those who have decided to undertake doctoral studies as a part of their ongoing professional development. Drawing on interviews with 30 Polish teachers with PhDs, this book illustrates how the doctorate is an important vehicle for strengthening teachers’ skills and knowledge, leading them to implement research-based teaching and learning pedagogies in their classrooms. Given these promising findings, this text ultimately seeks to identify implications for policy and practice in the process of building a truly research-rich teaching profession. After all, it is time to rethink the current doctoral education landscape, with the goal of enriching the relationship between research and practice.
a practical application of the radical changes meant to transform the higher education experience.

Can we all learn from failure equally? Failure Pedagogies examines the ways failure is often appropriated to advance 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.

Escribir en la universidad. Elaboración y defensa de trabajos académicos –TFG/TFM– es el resultado de una serie de actuaciones e investigaciones referidas a la alfabetización académica de los estudiantes universitarios desde una visión multidisciplinar en la que han participado no solo departamentos académicos —Didáctica de la Lengua y la Literatura, Didáctica y Filología—, sino también unidades específicas de la Universidad de Cádiz —Servicio de Atención Psicológica (SAP), desde su Programa de Apoyo al aprendizaje; o el Área de Biblioteca, Archivo y Publicaciones, con sus cursos de búsquedas bibliográficas, difusión en abierto en repositorios, etc. Todos ellos han posibilitado un manual basado en la experimentación y la reflexión conjunta en la que han intervenido más de 3000 estudiantes de diversas titulaciones a lo largo de casi diez cursos académicos.

Redesigning 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
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**Amber E. George & Russell W. Waltz (eds.)**

**Critical Pedagogical Strategies to Transcend Hegemonic Masculinity**


*Radical Animal Studies and Total Liberation. Vol. 7*

This book presents educational strategies for combating the harmful effects of hegemonic masculinity in the college classroom. The critical pedagogy presented in this book challenges some of the heteronormative tendencies present in the fields of media studies, literary studies, linguistic studies, philosophy, and critical thinking.

**Natasha A. Jankowski, Gianina R. Baker, Erick Montenegro, Karie Brown-Tess (eds.)**

**Student-Focused Learning and Assessment**

Involving Students in the Learning Process in Higher Education


This contributed volume explores institutional and programmatic policies and practices which actively engage students as partners in improving student learning. This entails an examination of the degree to which students are partners in the assessment and learning processes and the characteristics of these partnerships. This volume showcases student partnerships, as well as presents a history of institutional culture affecting student learning, the role of students in teaching and learning, and brings student voices and perspectives to bare through research from a variety of institutional types.

Case studies, current programs and activities, and a model for culturally-responsive assessment are highlighted to better understand student-focused learning and assessment. Implications for faculty, staff, and administrators are questioned. Overall, this volume links research to practice, and offers faculty, practitioners, and administrators different forms and methods of including students, while keeping issues of equity in mind.

**Ching-Ching Lin & M. Cristina Zaccarini (eds.)**

**Internationalization in Action**

Leveraging Diversity and Inclusion in Globalized Classrooms

New York, 2020. XVIII, 180 pp., 1 b/w ill.

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 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 U.S. 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 inter-nationalization to further their international efforts.
Este libro se encuadra en el ámbito de la transformación digital y la creatividad en Educación Superior, profundizando en el crowdsourcing gamificado y exponiendo cómo este enfoque innovador puede servir de herramienta para la creación de eventos educativos que potencien la creatividad de las nuevas generaciones de estudiantes en el contexto universitario. Sus objetivos son revisar la literatura referente a ambos conceptos, crowdsourcing y gamificación, exponer una propuesta de cómo pueden ser adaptados a la organización de eventos educativos y presentar un caso real de éxito desarrollado a través de esta metodología en Educación Superior.

Saeed Nazari

Dialogue for Student and Teacher Development
My Persian Currere


In banking education where the focus of curriculum is producing legitimate knowledge to maintain the sociocultural arrangements, the subjectivity of students and teachers is simply taken for granted. Once credentialized, students can find the source of unease within as public education—centered on conformity and competition—has overlooked their individuality. To contribute to their self-understanding and self-love, self-education starts from reconstructing student and teacher educational experiences. Once students and teachers reflect on their educational experience using autobiographical writing, they can reconstruct their understanding of their self and their education. Using emancipatory and transformative writing to liberate self through autobiographical method of Currere, this book takes a psychoanalytical and hermeneutic journey into student and teacher inner world. Once false self gets shattered following the synthetic phase of the method, students and teachers can reconnect to their true self disguised by non-ego—curriculum. As the source of aesthetic creation and inspiration, true self will connect students and teachers to their deeper layers of self-understanding and self-value using which they can recreate their lifeworlds and reconstruct their social and political spheres. Using hermeneutic dialogue following their rebirth, students and teachers will transfer their transformative and liberating understanding of lifeworld to their circumstances to reconstruct education.

Margaret Sims

Bullshit Towers
Neoliberalism and Managerialism in Universities


In a world context where post-truth rules, the role of the higher education sector in creating citizens unable (or unwilling) to deconstruct the post-truths to which they are exposed is foregrounded. Quality education, increasingly defined as that which transmits the values and ‘truths’ of the privileged, has become a tool designed to create a compliant neoliberal citizenship willing to accept their allocated status in life. Critical thinking is discouraged despite bullshit words that parody its importance. University staff are de-professionalised, disrespected and disregarded and managers increasingly defined as ‘the university.’ Democracy is dead. Do we join the chorus shouting “long live the autocracy” or do we fight?
Dennis Carlson

A History of Progressive Music and Youth Culture

Phishing in America

New York, 2020. XVI, 152 pp., 1 b/w ill.

Joëlle Droux
Rita Hofstetter (eds.)

Internationalismes éducatifs entre débats et combats (fin du 19e - premier 20e siècle)

Exploration. Collection de la Société Suisse pour la Recherche en Éducation. Vol. 193

Michael E. Karpyn (eds.)

Teaching the Causes of the American Civil War, 1850–1861

Open Access

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.

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.
Why should you care about what happened to William Frantz Public School? Yes, Ruby Bridges entered the iconic doors of William Frantz in 1960, but the building’s unique role in New Orleans school desegregation is only one part of the important history of this school. Many additional and equally important stories have unfolded within its walls and the neighborhoods surrounding it. These stories matter. It matters that society has historically marginalized Black students and continues to do so. It matters that attempts to dismantle systemic racism in schools and other institutions still face strong resistance, and these issues continue to deeply divide the United States. It matters that the building remains standing as an indomitable symbol of the resiliency of public education despite decades of waning support, misguided accountability, and a city devastated by Hurricane Katrina. It matters that opportunism, under the guise of recovery, reshaped public education in New Orleans. William Frantz Public School: A Story of Race, Resistance, Resiliency, and Recovery in New Orleans provides more than an examination of education in one school and one city. It recounts a story that matters to anyone who cares about public education.
Till Eble

**Gelehrter Eklektizismus und Schulpolitik**

Ideologie und Unterrichtsorganisation im Spanien des konservativen Liberalismus (1834–1900)


geb. • ISBN 978-3-631-79981-9
CHF 99.– / € 84.95 / £ 79.40 / US-$ 95.95
ebook (SUL) • ISBN 978-3-631-81715-5
CHF 99.– / € 84.95 / £ 79.40 / US-$ 95.95


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Jane Weiß · Ingrid Thea Miethe (eds.)

**Socialist Educational Cooperation and the Global South**

Berlin, 2020. 308 pp., 5 fig. col., 9 fig. b/w.


CHF 53.– / € 44.95 / £ 42.90 / US-$ 51.95
ebook (SUL) • ISBN 978-3-631-83435-0
CHF 53.– / € 44.95 / £ 42.90 / US-$ 51.95

During the struggles for independence in the global south, education became an important motor of emancipation. The postcolonial countries put the development of a democratic and de-racialized educational system on the agenda of urgent problems to be solved. In the course of this development, many cooperative education projects were undertaken between established socialist countries, including the Soviet Union, East Germany and Cuba, and African countries, Southern and Northern Asian countries, countries of the Middle East, and Latin American countries. **Socialist Educational Cooperation and the Global South** brings together a variety of topics, perspectives, and research approaches in this heterogeneous field, integrating for the first time a very broad interdisciplinary discourse and offering new insights into this important component of socialist globalization.
At a time when populist movements have gained ground across the globe and migrants have taken center stage as unwanted pariahs in the eyes of many, this book dares to tackle a culturally relevant threat, much talked about but seldom systematically uncovered or analyzed: the socio-cultural domination that permeates the minds of many Black students in the United Kingdom as they negotiate between what they learn as history at school and their lived experiences and expectations. Kay Traille sheds light on this visible invisible specter and uncovers the rich tapestry of forgotten ordinary histories that should make societies richer and better. Using the words of students, teachers, government reports and fictional narratives this book challenges the audience to place themselves into this historical stream of culture to better understand and teach black students. Through the means of critical race theory, social constructivism and aspects of social constructionism, a narrative approach and personal experiences the author excavates points of personal connection through the gateway of stories to enter worlds and make meaning. Traille points out the study of history is socially constructed and not impartial academic information and most history teachers in the United Kingdom are White, female and middle class and increasingly the students they teach are not, undoubtedly making for cultural dissonance between students and teachers. Furthermore, students and teachers knowingly and unwittingly grapple with silent vivid racist experiences in and outside of the classroom that bleed into history lessons. The way students are socialized and taught may impact on their ability to function with alternative narratives or participate as active and engaged contributors to democratic life. This book invites the audience to uncover and acknowledge cultural biases, oppressive power relationships and dominating epistemologies to emerge better equipped to plan for and teach these students, allowing them to know they are valued and an integral part of British society.
Emer Ring · Lisha O’Sullivan · Marie Ryan · Patricia Daly (eds.)

**Leading Inclusion from the Inside Out**

A Handbook for Parents and Early Childhood Teachers in Early Learning and Care, Primary and Special School Settings

Oxford, 2021. XXII, 324 pp., 77 fig. b/w, 12 tables.

Following on from the phenomenal success of the Peter Lang publication ‘Autism from the Inside Out’, ‘Leading inclusion from the Inside Out’ is the first book to focus on providing Irish parents, early childhood teachers in early learning and care, primary and special school settings with practical and effective strategies for supporting the inclusion of all children at this critical phase of their education journey. With a foreword by Prof Seamus Hegarty, University of Warwick/University College Dublin, and emerging from the experiences of the authors during the delivery and evaluation of the multi-award winning Leadership for Inclusion in the Early Years (LINC) Programme, the book is located in contemporary research on inclusion. The volume is presented in three interconnected sections focused on placing the child at the centre of a bioecological framework; realising inclusive pedagogy and cultivating effective leadership for including all children. Believing that language is a significant contributor to progressing an education system where all children are valued including all children. Believing that language is a significant contributor to progressing an education system where all children are valued equally, the authors have directed specific attention to the use of terminology that communicates a philosophy of universality, within which difference and diversity are embedded, rather than disability and uniformity. In essence, the publication looks towards a new era, where leading inclusion from the inside out progresses to leading early childhood education from the inside out and advocating for inclusion is relegated to history.
Konzeption und Evaluation handlungsorientierter Fachschulausbildung im maritimen Notfallmanagement


Phasenübergreifende Kooperation in der Lehramtsausbildung zur Verzahnung von Theorie und Praxis

Erfahrungen aus dem Modellprojekt Master Berufliche Bildung Integriert im QLB-Projekt Teach@TUM an der Technischen Universität München

Es zeigt die Ausprägungen der Kooperation einerseits sowie Gelingen, Aspekte und Herausforderungen andererseits, die bei den Kooperationsprozessen im Phasenübergreifenden Studiengang Master Berufliche Bildung Integriert von den Lehrenden wahrgenommen wurden. Die Publikation gibt Hinweise auf besonders förderliche Aspekte für Phasenübergreifende Kooperationen in der Lehramtsausbildung.

Fahrzeugdiagnose und Erfahrung

Ein Kompetenzmodell zur Aufklärung beruflichen Diagnosehandelns


Work-Process Based Development of Advanced Detailed Curricula


How can it be ensured that vocational education matches the requirements of the increasingly complex world of work? In search of a suitable approach, it has become evident that Competence-Based Training cannot provide this service since it focuses on static “work” instead of encompassing dynamic “work-processes.” Consequently it is necessary to rely on the analysis of work-processes when designing a detailed curriculum for a digitalized environment and Industry 4.0. The results of the work-process analyses reflect the spectrum of requirements and are applied as the core elements for the shaping of detailed curricula. This ensures a state of the art of curricula and facilitates their swift development in matching changes in the world of work.
Vocational education has been opened up and extends to various directions: Higher education tends to take on vocational education models. Vice versa, vocational education development partially follows the structures of higher education. In addition, informal learning and recognition of competences widen the perspectives on vocational education. This book highlights a variety of developments and analyses from countries like Australia, Germany, Spain, Switzerland, South Africa, India, Ukraine and the United States, but also from a more global perspective. It reveals that regardless of national pathways a new shape of vocational education and educational provision with a specific focus on vocations, workplace and learning is emerging.
The 21st-century technological revolution has facilitated worldwide communication and expanded personal and cultural relationships between individuals and groups on an unprecedented scale. People from different countries and backgrounds are now in constant communication. As a result of this increased contact, in the field of English language education, the importance of developing learners’ intercultural competence has been strongly emphasized on both sides of the Atlantic, by national and intergovernmental organizations such as the Council of Europe, and ACTFL in the USA. The main aim of this book is to provide language teachers with comprehensive guidance on developing their students’ intercultural competence in the classroom.

Katharina Böhnert · Idris Chouk · Moez Maataoui (Hrsg.)

Gute Hochschullehre aus interkultureller Perspektive

Theorie – Empirie – (Best-)Practice


hh · ISBN 978-3-631-77623-0
CHF 59.95 / € 49.95 / £ 47.60 / US-$ 68.95
ebook (SUL) · ISBN 978-3-631-83387-2
CHF 30.99 / € 24.95 / £ 23.80 / US-$ 32.99

The 21st-century technological revolution has facilitated worldwide communication and expanded personal and cultural relationships between individuals and groups on an unprecedented scale. People from different countries and backgrounds are now in constant communication. As a result of this increased contact, in the field of English language education, the importance of developing learners’ intercultural competence has been strongly emphasized on both sides of the Atlantic, by national and intergovernmental organizations such as the Council of Europe, and ACTFL in the USA. The main aim of this book is to provide language teachers with comprehensive guidance on developing their students’ intercultural competence in the classroom.

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ebook (SUL) · ISBN 978-3-631-83387-2
CHF 30.99 / € 24.95 / £ 23.80 / US-$ 32.99

Helping Immigrant Children Succeed

A Look Through Research, Experiences, and Practical Solutions


hh · ISBN 978-1-4331-7617-3
CHF 60.00 / € 47.60 / £ 39.95 / US-$ 57.95
ebook (SUL) · ISBN 978-1-4331-7617-3
CHF 50.00 / € 42.95 / £ 34.95 / US-$ 47.95

Helping Immigrant Children Succeed examines current research on the educational development of immigrant children and the unique challenges that they, their parents, and their teachers face. The central argument of this book is that immigrant children will be successful if culturally and developmentally appropriate practices are applied in teaching them. The chapters of this book give an in-depth investigation into handling different challenges such as negotiated identities, transition to a new culture, and different learning styles as well as the role of parents and teachers in helping immigrant children. *Helping Immigrant Children Succeed* is a must read for the teachers and parents and should be on the reading list for courses on multicultural education.

Louis Henri Seukwa · Uta Wagner (Hrsg.)

Pädagogik angesichts von Vulnerabilität und Exklusion

Bummeln durch die Landschaft der Randständigkeit


Interkulturelle Pädagogik und postkoloniale Theorie. Bd. 8

geb · ISBN 978-3-631-82014-8
CHF 71.00 / € 59.95 / £ 49.95 / US-$ 65.95
ebook (SUL) · ISBN 978-3-631-82015-5
CHF 30.99 / € 24.95 / £ 23.80 / US-$ 32.99

This book addresses the value of literature in intercultural perspective in two interrelated spheres: foreign or second language learning and language teacher education. It brings together researchers of several disciplinary fields who crisscross research and empirical evidence about the valuable role of literature in the development of intercultural competence. The authors, through their different approaches and diverse contexts, from lower to higher education, hope to encourage others to explore literature in a foreign or second language as a space for readers of all ages to generate critical thinking, empathy, and intercultural learning.

Traditionally, the teaching of English pronunciation has been a marginalized, or indeed neglected, area in many English language teaching (ELT) programs despite the crucial role it plays in effective communication. In recent years, however, with the global spread of English as the means of international communication, there has been a growing recognition of the importance of pronunciation in the teaching and learning of English and its close link to other aspects of language learning, such as listening, speaking and vocabulary. Students as well as non-native English-speaking teachers (NNEST) place great importance on the mastery of English pronunciation, from which they can gain confidence, develop a greater sense of professional and linguistic competence and achieve greater intelligibility through the development of communicative skills in speaking, listening and vocabulary. With the emergence of paradigms of English as an international language (EIL), World Englishes (WE), English as a lingua franca (ELF) and the worldwide impact of the Common European Framework of Reference for Languages (CEFR) on foreign language learning/teaching, this study presents a critical survey of these areas expressing the author’s own views on the specific issue concerned while incorporating the views of other scholars. The book deals with both traditional and most recent viewpoints in pronunciation teaching, such as the nature of learning to pronounce, the pedagogical aims and objectives of teaching pronunciation, the role of the teacher and the notion of “intelligibility”, which is considered to be a highly controversial issue for international communication within the paradigms of EIL, ELF and WE. The ‘Turkish–English Interlanguage Talk’ has been dealt with as a case study proposing pedagogical recommendations particularly for the Turkish academics/teacher trainers and the student-teachers of English language teaching (ELT) in mind as English pronunciation teaching is a very much neglected area in the Turkish ELT today.
Anna Camps · Xavier Fontich (eds.)

**Research and teaching at the intersection**

Navigating the territory of grammar and writing in the context of metalinguistic activity

Bruxelles, 2020. 676 pp., 20 fig. b/w, 103 tables.

GRAMM-R. Études de linguistique française. Vol. 50

pb. · ISBN 978-2-8076-1446-8
CHF 87.– / € 73.95 / £ 63.50 / US-$ 94.95
CHF 87.– / € 73.95 / £ 63.50 / US-$ 94.95

The studies included in this volume describe the process embedded in learning to write in Language Arts, as well as in teaching it and assessing it, focusing on the metalinguistic activity triggered in this process. Because of the latter, they also examine students’ grammar concepts and the process of learning and teaching grammar. These four objectives are included in the overarching objective of elaborating a theoretical frame that accounts for metalinguistic activity as a social and cognitive activity oriented towards the learning of language use. A qualitative, descriptive, and interpretative perspective is adopted, based on case study and action-research; also, the tenets of sociocultural psychology, contributions from cognitive psychology and functional linguistics, and pedagogic studies concerned with peer and small group interaction in dealing with classroom complexity. The chapters result from the necessary collaboration between researchers and teachers, who contribute their specific knowledge both to the design as well as to the monitoring and analysis of the results of the different projects. We believe that the interest of the book lies precisely in this diversity. This book highlights “the remarkable epistemological, theoretical and methodological coherence of the research program in language teaching conducted by GREAL research group over the past three decades.” (Jean-Paul Bronckart, from the “Foreword”).

Elena Gómez Parra

**Educación bilingüe en la infancia**

El enfoque PETaL

Berlin, 2021. 228 p., 10 il. en color, 7 il. blanco/negro, 11 tablas.

berlin, 2021. 228 p., 10 il. en color, 7 il. blanco/negro, 11 tablas.

La educación infantil de calidad se erige en la base de la sociedad del siglo XXI, cuyo signo de identidad más evidente es el cambio incesante. El lugar que ocupan las lenguas y la cultura en cualquier paradigma educativo es, sin duda, prevaleciente, y la ciencia concluye que el constructo lingüístico constituye el núcleo de la esencia humana. La lengua nos ofrece la identidad que nos diferencia del resto de las especies del planeta y la cultura va inextricablemente unida a ella, dotándola de complejos significados y posibilitando la transmisión de valores, creencias, actitudes y conductas de una comunidad. El lector encontrará en este volumen un nuevo enfoque en educación bilingüe para la infancia, que aúna un sólido bagaje teórico (alojado en el Bloque I de esta obra). El enfoque PETaL (Play, Education, Toys and Languages) se caracteriza por su flexibilidad para adaptarse a distintos entornos culturales, porque solo así cobra sentido. Su objetivo es educar al niño de este siglo para que sea capaz de desarrollarse en (y promover) una sociedad diversa, plural y cambiante.

Cristina A. Huertas Abril

**Tecnologías para la educación bilingüe**


Las tecnologías educativas y, concretamente, el uso de las Tecnologías para el Aprendizaje y el Conocimiento (TAC) son aliadas magníficas para la educación bilingüe. Sin embargo, hasta la fecha son limitados los estudios que realmente estudian el potencial de las TAC de manera específica para contextos de educación bilingüe. Este volumen, partiendo de estos conceptos, aborda aspectos clave como el diseño y la creación de materiales didácticos digitales o la importancia de las metodologías activas que tienen al alumnado como motor de los procesos de enseñanza-aprendizaje (incluyendo flipped learning o visual thinking, entre otras). El libro se cierra estudiando de manera específica la accesibilidad y la atención a la diversidad en educación bilingüe mediante el uso de la tecnología.
The two-way immersion program Filière Bilingue (FiBi) is a choice-based educational alternative in a public school in Biel/Bienne. It integrates French-speaking, German-speaking, and allophone students and strives to promote bilingualism and biliteracy in addition to grade-level academic achievement. This book presents a longitudinal study of oral proficiency development of K-4 learners in their languages of schooling (French and (Swiss) German).

The aim of this book is to address teachers’ perspectives, practices and challenges in multilingual education. The book that brings together perspectives and practices in multilingual contexts could be of great interest for researchers, practitioners and stakeholders because it also provides ideas for pedagogical practice and new language policies. It covers key concepts such as emotional aspects of multilingualism, innovation in language teaching and teacher training and challenges in (foreign) language teaching.

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Les pratiques des enseignants en formation initiale: la construction des savoirs, les gestes didactiques et l’alternance des langues en classe d’allemand et d’anglais à l’école primaire


Thomas Szende
Form, Use, Consciousness
Key topics in L2 grammar instruction With a Preface by Anthony J. Liddicoat (Professor of Applied Linguistics, University of Warwick)

Every language universe is both close to and far removed from our own. In a way, learning a foreign language is like not getting off at our usual stop and staying on the bus until we arrive at the terminal. The unfamiliar neighborhoods we discover are both similar to and different from what we know. Learners tackle an L2 using a variety of experiences acquired in their L1, and this new language system works as part of a network of previously existing grammar models and social categories. The purpose of this book is not to revisit the pros and cons of teaching grammar. Learning an L2 appears as the gradual ability to realize which language features to select and prioritize to express a particular idea. Speaking in any L2 requires specific tools, and describing reality through new linguistic means involves a mental restructuring to which learners—particularly adults and older adolescents—are sometimes resistant. Indeed, not all information produced in an L2 and disclosed to the learners will necessarily be applied to language acquisition. If, by some miracle, this were the case, there would be no need for any reflection on the teaching and learning of grammar.
**David Ridley**

**The Method of Democracy**

John Dewey’s Theory of Collective Intelligence


New Disciplinary Perspectives on Education. Vol. 2


CHF 62.– / € 52.95 / £ 54.40 / US-$ 60.95

ebook (SUL) • ISBN 978-1-78997-338-9

CHF 62.– / € 52.95 / £ 54.40 / US-$ 60.95

In this book, David Ridley argues that John Dewey’s theory of collective intelligence provides a unique critical social theory that speaks directly to the present moment. Escaping some of the dead ends of Frankfurt School critical theory, whilst also representing a continuity of the Marxist ‘philosophy of praxis’ tradition, the book reconstructs Dewey’s ‘method of democracy’ to reveal a forgotten alternative to both left-wing pessimism and neoliberal populism. Since the 2007-8 Financial Crisis, neoliberal governments, for example in the UK, have turned to higher education to kick-start a stagnating economy. Marketisation has turned English universities into multi-national corporations and students into consumers. Academics now have no choice, Ridley insists, but to join with the public in the political struggle against ‘third wave neoliberalism’. In the final part of the book, Ridley applies Dewey’s theory of collective intelligence to the reconstruction of UK higher education, concluding with a vision of radical democracy supported by ‘socially useful’ universities and a democratic academic and sociological profession.

**Barbara Dennis**

**Walking with Strangers**

Critical Ethnography and Educational Promise


Critical Qualitative Research. Vol. 29

hh. • ISBN 978-1-4331-8023-1

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

pb. • ISBN 978-1-4331-1047-4

CHF 33.– / € 22.45 / £ 21.– / US-$ 25.95

ebook (SUL) • ISBN 978-1-4331-8024-8

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

This book tells the methodological tale of a long term critical ethnography with a midwestern 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.

**Zenon Gajdzica • Robin McWilliam • Miloň Potměšil • Guo Ling**

**Inclusive Education of Learners with Disability – The Theory versus Reality**

Berlin, 2020. 206 pp., 7 fig. b/w, 23 tables.

Studies in Philosophy, Culture and Contemporary Society. Vol. 30

hh. • ISBN 978-3-631-83418-3

CHF 47.– / € 39.95 / £ 38.10 / US-$ 45.95

ebook (SUL) • ISBN 978-3-631-84021-4

CHF 48.– / € 39.95 / £ 38.10 / US-$ 45.95

Many factors have impact on the development of inclusive education, including the social, cultural, economic context and the advancement of educational sciences. Analysing and comparing these issues provides a basis for understanding the problems of inclusion of learners with disabilities in mainstream education. The book familiarises readers with the historical and cultural conditions for the development of inclusive education. It presents concepts and everyday practices (financing, preparation of teachers and institutions). The book also takes a challenge to discuss the development prospects of inclusive education. The structure of the book allows for comparing the situation of learners with disability and the structural solutions of inclusive education in the countries of the study.
Joni Schwartz • Rebecca Schwartz

Learning to Disclose
A Journey of Transracial Adoption

New York, 2020. XIV, 166 pp., 10 b/w ill.

hh • ISBN 978-1-4331-8395-9
CHF 118.– / £ 95.95 / € 105.40 / € 95.80 / £ 77.– / US-$ 114.95
pb • ISBN 978-1-4331-8389-8
CHF 42.– / £ 34.95 / € 37.60 / € 34.20 / £ 28.– / US-$ 40.95
ebook (SUL) • ISBN 978-1-4331-8389-8
CHF 42.– / £ 34.95 / € 37.60 / € 34.20 / £ 28.– / US-$ 40.95

Joni and Rebecca Schwartz in their collaborative autoethnography, *Learning to Disclose: A Journey of Transracial Adoption*, are doing soul work. This adult white mother and black daughter reflect and dialogue around the places and histories that shaped their relationship. Through three voices: the voice of critical history, the daughter and the mother, the co-authors excavate the past to see if and how it lives in their present. In an intriguing mix of critical history of places like Port-au-Prince, Haiti and Gulu, Uganda as well as lesser-known narratives of W.E.B. DuBois, Jean-Bertrand Aristide, and Shirley Chisholm, the co-authors tell their own personal and moving stories of becoming mother and daughter engaging such topics as racial identity, disclosure, racial appropriation, colonialism, and the complex history of transracial adoption. For anyone interested in racial identity in the complex world of blended families and adult mother and daughter relationships, this is a must read. This book is ideal for all humanities and social science courses across disciplines from sociology, education, qualitative research, and social work to race and communication studies. In this era of strained and confusing racial dialogue, this book is refreshing in its honesty, moving in its personal narratives, and instructive in its engagement in how the historical lives in the social imagination of our present lives and relationships.

Edmund Adjapong • Ian Levy (eds.)

**HipHopEd: The Compilation on Hip-Hop Education**

**Volume 2: Hip-Hop as Praxis & Social Justice**

New York, 2020. VIII, 160 pp., 3 b/w ill., 5 tables

**Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 2**

hb • ISBN 978-1-4331-7491-9
CHF 93.– / £ 80.95 / € 82.50 / € 75.– / £ 60.– / US-$ 89.95
pb • ISBN 978-1-4331-7492-6
CHF 29.– / £ 24.95 / € 25.70 / £ 23.30 / US-$ 27.95
ebook (SUL) • ISBN 978-1-4331-7492-6
CHF 29.– / £ 24.95 / € 25.70 / £ 23.30 / US-$ 27.95

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 misconceptions 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 series highlights the realities of hip-hop educators who grapple with cultivating and displaying themselves authentically in practice and offers examples of how hip-hop can be utilized in educational spaces to promote social justice. 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, praxis and social justice.

Vernon L. Andrews

**Policing Black Athletes**

Racial Disconnect in Sports


**Global Intersectionality of Education, Sports, Race, and Gender. Vol. 2**

hb • ISBN 978-1-4331-6787-4
CHF 67.– / £ 57.95 / € 59.60 / £ 54.20 / £ 44.– / US-$ 64.95
ebook (SUL) • ISBN 978-1-4331-8107-8
CHF 67.– / £ 57.95 / € 59.60 / £ 54.20 / £ 44.– / US-$ 64.95

“Why isn’t sport played the way it used to be played, when football was for men who loved America, who saluted the flag, and who respected our men in blue and our troops by standing—and not kneeling—for our National Anthem?” This sentiment permeates American football today, and represents the feelings of many fans who can appreciate their Black heroes, but find the issue of “Blackness” via the two extremes of celebratory expression and protest, regressive. “This should be about sport, not politics,” many feel. The author concurs. As
much as we may wish the sporting arena didn’t have to be the last battlefield for Civil Rights, here we are. This book explores how conflicts over diversity, culture, inclusion, exclusion, protest and control have been played out over the twentieth century in various sports and institutions. Are there lessons to be learned from our overlapping—though at times, separate—cultural histories of Black and White? This book is about how we learn to act when in public and when playing sports. Infused in this conversation is the ever-present policing of Black bodies in sport and society, and the disconnect we have as citizens living in the same country perpetually divided by race. Interwoven throughout are solutions for moving forward.

**Christopher S. Collins • Alexander Jun**

**White Evolution**

The Constant Struggle for Racial Consciousness

New York, 2020. XXIV, 184 pp., 17 b/w ill.

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 endurability 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.

**Ayanna Cooper • Awad Ibrahim (eds.)**

**Black Immigrants in the United States**

Essays on the Politics of Race, Language, and Voice


In the United States, ‘immigrant’ is a complicated category. It is used interchangeably with ‘refugee’ and it 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.
Theron N. Ford · Blanche Jackson Glimps

Religion and Racism

Exploring the Paradox—Can You Be a Christian and a Racist?


Religion and Racism provides an extensive examination of the paradox that arises from the intersection of being a Christian and a racist. A racist believes that one racial group is superior to another. Yet, since the nation’s revolutionary birth, the United States claims a pious, devout mantle of Christianity that served as the nation’s moral compass, while engaging in horrendous acts of racial violence. How can a white Christian male, sit in a church, engage in Christian prayers, and then in cold-blooded fashion murder nine African American Christians in their own church? Christians traditionally have always designated “churches” as places of refuge and sanctuary. The binary of whiteness and Christianity emerged and came to dominate much of the world. In the United States and other parts of the world, whiteness and Christianity have served to subjugate people of color even as such people themselves also came to embrace Christ’s teachings, often at the cost of the loss of their traditional forms of religion and culture. Armed with the Bible and deep-seated belief in racial superiority, European colonizers came to shape most of the world as we know it today. The result has been an unequal control of the world’s resources and vastly disparate living standards for people of color and whites, both internationally and within specific nations. People of color have been treated as highly valued commodities, while simultaneously being stripped of their humanity—with the sanction of the Christian faith.

Alejandro J. Gallard Martínez · Wesley B. Pitts · Belinda Flores Bustos · S. Lizette Ramos de Robles · Lorena Claeyss

Latinas Pathways to STEM

Exploring Contextual Mitigating Factors

New York, 2021. XVI, 120 pp., 3 b/w ill.

Latinas Pathways to STEM: Exploring Contextual Mitigating Factors presents transnational case studies of Latinas and Mexicanas pursuing a STEM degree/career from the United States (Georgia, New York, Texas) and México. The authors underscore that the experiences of the participants highlighted in this book provide insights into how to support successful Latinas and Mexicanas in STEM career pipelines and pathways. In doing so, the authors address the need for a set of approaches to STEM education policy that acknowledges that institutionalized pipelines often create replication by funding intervention programs that attempt to sterilize context by identifying variables and ignoring the associated contextual mitigating factors (CMFs). Researchers and funders of STEM intervention efforts can learn from the analysis of these case studies that successful Latinas and Mexicanas developed tactical understanding, which reinforced their identity and resisted how they were positioned by negative CMFs, reaffirming their aspirations and successes in STEM. Education graduate students, research methodologists, policy makers, and practitioners will find CMF analysis a useful methodological tool to interrogate how sociocultural factors position underrepresented people in STEM pipelines and pathways. Education policies that advocate for the existence and maintenance of pipelines that increase underrepresented Latinas and Mexicanas in STEM are important but are often crafted with blind spots that leave out how context mitigates policy especially at the individual level.
Teaching and Race: How To Survive, Manage, and Even Encourage Race Talk

Irene Murphy Lietz

How to Survive, Manage, and Even Encourage Race Talk


hb • ISBN 978-1-4331-7190-1
CHF 88.– / € 75.95 / £ 70.80 / US-$ 84.95

pb • ISBN 978-1-4331-8292-1
CHF 36.– / € 31.95 / £ 29.20 / US-$ 34.95

ebook (SUL) • ISBN 978-1-4331-7191-8
CHF 88.– / € 84.95 / £ 70.80 / US-$ 84.95

Teaching and Race: How To Survive, Manage, and Even Encourage Race Talk provides an in-depth interdisciplinary analysis of some common student talk about race, its flavor, character, rhetorical, sociological, psychological and educational development sources, and manageable tools for responding to students. The book recommends an accessible two-step, compassionate listening followed by critical challenges, to make the transformative connection between emotion and evidence. The book helps teachers embrace the moments of difficult conversation, confront student denial (as well as their own), and take advantage of the unique opportunity the classroom provides to advance the students’ anti-racist identity development. Teaching and Race narrates common, sometimes offensive, language in four student interviews that are tied to strong feelings of confusion, denial, guilt, resistance and more. The student interviews help college teachers name and analyze loaded racial discussion so that they can thoughtfully address it in the classroom, rather than feel their only choices are explosive confrontation, gloss-overs or redirection. The book empowers teachers to shift potentially confrontational race talk to open-minded race dialogue that ultimately defuse the shock, sting, alarm and confusion of race talk by well-intentioned but unpracticed voices. The book creates a compassionate but informed moment for teachers, preparing them to confidently raise a critical challenge to misinformation at the moment it arises, and providing a beginning response for the teacher.

Lidia Marte

Cimarrón Pedagogies

Notes on Auto-ethnography as a Tool for Critical Education

New York, 2020. XII, 198 pp., 10 b/w ill.

Critical Studies of Latinxs in the Americas. Vol. 25

hb • ISBN 978-1-4331-7536-7
CHF 118.– / € 102.95 / £ 95.80 / US-$ 114.95

pb • ISBN 978-1-4331-7535-0
CHF 42.– / € 36.95 / £ 34.20 / US-$ 40.95

ebook (SUL) • ISBN 978-1-4331-7537-4
CHF 42.– / € 36.91 / £ 34.20 / US-$ 40.95

Cimarrón Pedagogies is a testimonial account of how to use Critical Auto-Ethnography as main strategy for undergraduate research projects. The pedagogical approach here shared is a form of marronage, that help us create—at least in the classroom and for one semester—small liberated spaces, bridging the individual and the collective, private and public, past and present, the poetic and the political, and the local/global negotiations in our students’ lives. Researching the ground of student’s everyday experiences through their personal perspectives is a form of engaged pedagogy utilizing experiential, project-based and place-based assignments, as well as other experimental strategies. Through an auto-ethnographic project the feminist phrase “the personal is political” is felt, not just pondered, researched and theorized, generating multiple insights and empowering students to create their own ways of liberation and to document their own cultural histories. This auto-ethnographic narrative is an homage to teachers and mentors, and a celebration of life-long self-directed learning as embodied in the author’s own educational roots and routes. The book will be useful for college instructors and teachers as well as undergraduate and graduate students for diverse courses ranging from anthropology to the humanities. The guide to the research project and the appendix are also useful for any reader interested in researching and documenting topics of significance to their local lives and to their communities.
Race and Cultural Studies

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

What’s Race Got To Do With It?
How Current School Reform Policy Maintains Racial and Economic Inequality, Second Edition

Critical Multicultural Perspectives on Whiteness. Vol. 7

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 racism and (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 emboldens the collective struggle for justice.

Marva McClean • Marcus Waters

Indigenous Epistemology
Descent into the Womb of Decolonized Research Methodologies

Indigenous Epistemology problematizes the self-reflexive inquiry between two researchers engaged in transnational collaboration that asserts experiential pedagogy as a tool to decolonize research methodology and honor the inter-generational stories that empower Indigenous people across the globe. The authors demonstrate the direct connection between Black Lives Matter, SOSBlakAustralia and the Maroons of Jamaica as examples of contemporary Indigenous people disrupting hegemony through agentive action that inspires global awareness and pushes for systemic change. In elevating the critical epistemologies of the ancient cultures of the Aboriginals of Australia and the African Diaspora, the authors assert that the legacies and current operations of colonialism must be disrupted and replaced with an emancipatory epistemology.

Serie McDougal III

Black Men’s Studies
Black Manhood and Masculinities in the U.S. Context

Black Studies and Critical Thinking. Vol. 115

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 placing Black men in their own unique historical, cultural, and socio-political contexts.
This book represents an ethnographic study of the experiences and counter-narratives of twelve Latinx young adults. All of the participants in this study are first generation immigrants to the United States, representing different cultural and socioeconomic backgrounds and immigration statuses. Drawing from Latino Critical Theory (LatCrit) and Queers of Color Epistemologies as a theoretical framework, this book analyzes the personal experiences of Latinx during and after finishing high school. This book uses a classroom project (dialogue journals) to reconnect with twelve former English language learners (ELLs) from the Southeast after ten years. Through the use of dialogue journals as an English as a second language (ESL) strategy to support writing, the participants in this book document personal and communal experiences as Latinx immigrants in the United States. This book will represent an excellent asset for teachers, school administrators, counselors, staff, preservice teachers, practicing educators, graduate students, scholars, and policymakers.

Juan A. Ríos Vega

High School Latinx Counternarratives

Experiences in School and Post-graduation


Critical Studies of Latinxs in the Americas. Vol. 27

This book is a timely and significant contribution to the growing body of empirical studies in Islamic education but also to the wider public at a time when intercultural understanding is so urgently needed. This invaluable research is of relevance to not only those interested in the world of religions and religious education but also those interested in understanding the dynamics of Muslims and Islam in the West.

Youcef Sai

Islamic Religious Education in Ireland

Insights and Perspectives


Religion, Education and Values. Vol. 16

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2021 Society of Professors of Education Outstanding Book Award

Unsettling Education: Searching for Ethical Footing in a Time of Reform

Brian Charest · Kate Sjostrom (eds.)

Searching for Ethical Footing in a Time of Reform

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

Social Justice Across Contexts in Education. Vol. II

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

AWARD WINNER!

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

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


Hip Hop Studies and Activism. Vol. 1

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 community members collaborate to compose liberating and just frameworks that effectively define the school-to-prison pipeline and identify the nefarious ways it adversely affects their lives. This book is for educators, activists, community organizers, teachers, scholars, politicians, and administrators who we hope will join us in challenging the 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. They understand the fact that people on streets, blocks, avenues, have been living and theorizing about Hip-Hop since its inception. This important critical book is an honest, thorough, powerful, 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.
Régis Malet · Liu Baocun (éd.)

Polítiques éducatives, diversité et justice sociale
Perspectives comparatives internationales

Berlin, 2021. 258 p., 4 ill. en couleurs, 3 ill. n/b, 18 tabl.
Komparatistische Bibliothek / Comparative Studies Series / Bibliothèque d’Études Comparatives. Vol. 30

Ce volume aborde les questions de justice sociale sous l’angle des politiques éducatives menées dans des espaces géo-culturels qui se signalent par une grande diversité interne, qu’elle soit sociale, ethnique ou linguistique. Il propose une lecture comparative des conceptions contemporaines qui orientent les politiques publiques dans les domaines de l’éducation, de l’équité, de l’accessibilité et de la promotion individuelle. Les contributions rassemblées proposent des analyses qui éclairent différentes perceptions principalement françaises et chinoises - des enjeux d’équité et de justice en éducation, ainsi que des politiques qui en rendent compte et des débats publics qu’elles suscitent.

Jeremiah J. Sims · Jennifer Taylor-Mendoza · Lasana O. Hotep · Jeramy Wallace · Tabitha Conaway

Minding the Obligation Gap in Community Colleges and Beyond

Theory and Practice in Achieving Educational Equity

Educational Equity in Community Colleges. Vol. 1

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 a book in this vein written, exclusively, by community college practitioners. Minding the Obligation Gap in Community Colleges and Beyond 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.

Lucy Wenham

Misunderstood, Misinterpreted and Mismanaged

Voices of Students marginalised in a Secondary School

Oxford, 2021. XX, 330 pp., 13 fig, b/w, 2 tables.
Changing people’s practice is difficult, shifting the culture of an organization even more so. This book is a description of how one education preparation program did both. This is the story of how they transformed their student teaching program, creating tools and structures that resulted in mentors and student teachers working together in new ways. At the heart of their model is an assessment tool—STAT, for short—used to track the growth and development of student teachers and guide conversations between the college supervisor, cooperating teacher and student teacher. Although this book describes Hope College’s new student teaching model it is really about change. This story takes the reader through the complex change process of one institution, examining the loosely coupled dynamic between leaders and individuals. It describes the natural tension between support and autonomy as program leaders walk alongside individuals as they enact a new practice. This book is intended for teacher educators interested in a developmental model of mentor support, but also for those faced with the daunting task of making changes in their own program. There are lessons learned, however, that go beyond teacher preparation and may serve as a catalyst for others as they engage in their own change process.
Kia Caldwell · Emily Chávez (eds.)

Engaging the African Diaspora in K-12 Education

New York, 2020. XXVIII, 326 pp., 12 b/w ill., 4 tables
hb. · ISBN 978-1-4331-7222-9
CHF 129.– / € 131.95 / € 144.60 / £ 104.20 / $ 124.95
pb. · ISBN 978-1-4331-7223-6
CHF 50.– / € 52.95 / € 44.– / £ 32.– / US-$ 47.95
ebook (SUL) · ISBN 978-1-4331-6025-7
CHF 50.– / € 52.95 / € 44.– / £ 32.– / US-$ 47.95

Engaging the African Diaspora in K-12 Education provides in-service and preservice 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.

Craig Wynne (eds.)

Preserving Emotion in Student Writing
Innovation in Composition Pedagogy

Writing in the 21st Century. Interdisciplinary Approaches to Instruction, Practice, and Theory. Vol. 2

Engaging the African Diaspora in K-12 Education provides in-service and preservice 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.

The student-instructor dynamic has become more complex in recent years. Writing instructors, in particular, see the vulnerabilities expressed by students in their writing. This book provides a wide variety of theories and techniques for writing teachers on the integration of emotion into writing instruction. Current writing instructors, as well as students of the craft, can benefit from the ideas and strategies offered by a variety of practitioners in the field. This book includes offerings, such as theories in development, empirical studies, and lesson plans designed to benefit writing instructors and their students.

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, Practicing Futures: A Civic Imagination Action Handbook harnesses our connections to popular culture 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, pro-
**Briana Asmus · Charles H. Gonzalez (eds.)**

**Engaging the Critical in English Education**

Approaches from the Commission on Social Justice in Teacher Education


**Social Justice Across Contexts in Education, Vol. 12**

The chapters in this collection explore the implementation of social justice pedagogies with preservice teachers by members of the Commission on Social Justice in Teacher Education; a group of teacher educators from across the country whose primary goal is to prepare teachers to use socially just models to reach all groups of students and to create a more equitable educational system. This collection, each member/author presents a critical model of social justice teaching by considering the ways in which gender, race, class, and other intersections function in the classroom. Individually, authors enact critical models by interrogating inequitable systems of oppression in their own professional and pedagogical environments. Collectively, the chapters ask what thoughtful, participatory social justice pedagogy looks like in multidimensional pedagogical spaces. At all levels, this collection explores the rewards and challenges of social justice pedagogy within and outside of preservice teacher preparation programs influenced by a constantly shifting political landscape. Ultimately, this collection seeks to discover how ideas of social justice are conceptualized and understood by English educators and K-12 teachers. As a possible approach to this question, this chapters in this collection support ELATE-SJ’s paradigm for advocacy. This paradigm includes three areas of: enaction: research, scholarship, and action. Within these areas, members of the commission (authors) seek to better understand how preservice ELA teachers see themselves and others, to develop flexible teaching models grounded in social justice pedagogy (SJP), and to delineate opportunities for transformation, growth, and change in and through our profession.

**Antonella Cagnolati (eds.)**

**Women and Children’s Literature. A Love Affair?**


The purpose of the book is to emphasize the role of some women writers (who lived from 19th century to the present) who have devoted a large part of their editorial production to the field of children’s literature. Specifically, the research aims at highlighting how the female contribution has modified the antiquated structures and categories used within the literature for childhood. These writers proposed in their books dissonant and divergent characters compared to the custom of having courageous boys and silent and submissive girls as protagonists. Finally, the pedagogical value of some topics that appear repeatedly in their works is emphasized in order to make them fully usable at an educational level. The chapters also offer a comparative look at some European realities thanks to the scientific contribution of researchers from various geographical and scientific areas such as Italy, Slovenia, Russia, Greece, Austria, Germany, Poland, Portugal, UK and USA.

**Justin B. Hopkins**

**Autoethnography in Undergraduate Writing Courses**

New York, 2020. XXII, 190 pp., 1 b/w ill.

Autoethnography in Undergraduate Writing Courses blends narrative and analysis in an engaging and applicable account of how the genre of autoethnography can be a valuable addition or alternative to traditional research assignments. Many writing teachers struggle to motivate and equip students to conduct meaningful and effective research. Practicing autoethnography—the scholarly combination of personal reflection, artistic representation, and social/cultural research—provides an opportunity for students to research and write about something that genuinely interests them: their own experiences. A genre of personal writing, autoethnography is comparable to pedagogy pioneered by expressivists like Donald Murray, Peter Elbow, and Wendy Bishop, among others. However, combining personal writing with research—as autoethnography does—is more rare. Some compositionists have already used autoethnogra-
Comment enseigne-t-on la littérature ?

In *The Stigma of Genius: Einstein, Consciousness and Critical Education*, we muse over ways in which to be, to become and to recognize uniqueness and different paths to genius. Understanding there is no prescribed procedure, we determine multiple actions, means and measures with which we recognize and 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. Many public school students do not succeed, they are disengaged, discouraged, and failing. Teachers are exhausted and overworked and lack 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.
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Critical Studies of Latinxs in the Americas

Edited By Yolanda Medina and Margarita Machado-Casas

The Latinx presence continues to grow and intersect with every aspect of life in the 21st century. This is evident when one considers the appointment of Sonia Sotomayor as Associate Justice to the United States Supreme Court. As well as the prominence of distinct Latinx individuals in various spheres of social, cultural, and political life such as Mario J. Molina, Nobel Prize winner and recipient of the Medal of the Presidential Medal of Freedom in 2013; and Jorge Maria Bergoglio (Pope Francis) who has revolutionized the Catholic church since he became the highest ecclesiastical authority of the Catholic world in 2013.

Latino Studies, as an academic field of inquiry, began to emerge during the early 1990s surfacing from the more recognized field of Chicano Studies. As such, the major contributions to the field first emerged from Mexican/Chicano scholarship—publications such as Aztlán, the most important journal in the field of Chicano Studies since 1970; Gloria Anzaldúa’s groundbreaking memoir/essay, Borderlands/La Frontera: The New Mestiza (1987); George J. Sanchez’s historical account, Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945 (1995); and the two volumes of The Chicano Studies Reader: An Anthology of Aztlán, 1970-2010. These are a few examples of the consolidation and the continuing development of Chicano Studies in the United States.

Volume 27
Juan A. Ríos Vega
High School Latinx Counternarratives
Experiences in School and Post-graduation

Volume 26
Alejandro J. Gallard Martínez • Wesley B. Pitts • Belinda Flores Bustos • S. Lizette Ramos de Robles • Lorena Claeys
Latinas Pathways to STEM
Exploring Contextual Mitigating Factors

Volume 25
Lidia Marte
Cimarrón Pedagogies
Notes on Auto-ethnography as a Tool for Critical Education

Volume 24
Abdín Noboa-Ríos
Critical Issues of Latinos and Education in 21st Century America
Where Are We?
Cultural Management and Cultural Policy Education

Edited by ENCATC

The series exists to foster critical debate and to publish academic research in the field of cultural management and cultural policy as well as to open up a forum for discussions and debate on the topics of cultural management and cultural policy among scholars, educators, policy makers and cultural managers. It is also intended to provide a reference tool for education and lifelong learning on cultural management and cultural policies.

It is becoming more and more evident that education in cultural management and cultural policy cannot and should not be separated from research and being conducted in the field. Since its creation, ENCATC has recognized this need and was always very active in pursuing, publishing, presenting, and disseminating research in arts and cultural management and cultural policy to strengthen the understanding of cultural management and cultural policy issues.

Created in 1992, ENCATC is the «European Network of Cultural Administration Training Centers». It is a membership NGO gathering over 100 Higher Educational Institutions and cultural organisations in 40 countries. It holds the status of official partner of UNESCO and of observer to the Steering Committee for Culture of the Council of Europe.
Exploration
Collection de la Société Suisse pour la Recherche en Education

Edited By Bernard Schneuwly, Rita Hofstetter, Bernard Wentzel and Isabelle Capron Puozzo

"Interlocutrices privilégiées tant des acteurs sociaux que des autres sciences sociales, les sciences de l'éducation alimentent le questionnement éducatif des sociétés contemporaines. La Collection Exploration entend contribuer à cette réflexion.

La pluralité des disciplines et des approches en sciences de l'éducation définit la vocation de la Collection Exploration, celle de carrefour des multiples dimensions de la recherche et de l'action éducative. Sans a priori quant aux méthodes, la Collection publie des travaux empruntant une démarche scientifique, afin de les rendre accessibles aux chercheurs, aux formateurs, enseignants et éducateurs, et plus généralement à toute personne intéressée par l'analyse des phénomènes éducatifs. Comme l'évoque son nom, Exploration privilégie les travaux investissant des terrains nouveaux, abordant des questions vives de la recherche éducationnelle ou développant des méthodologies et des problématiques prometteuses.

La Collection Exploration comprend deux séries. La première, Recherches en sciences de l'éducation, réunit des ouvrages traitant tous les domaines de l'éducation. L'autre, Education: Histoire et pensée, est plus particulièrement dédiée aux travaux d'histoire et de philosophie de l'éducation.

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Joëlle Droux • Rita Hofstetter (éd.)
Internationalismes éducatifs entre débats et combats (fin du 19e – premier 20e siècle)

Volume 192
Viviane Rouiller
« Apprendre la langue de la majorité des Confédérés »
La discipline scolaire de l'allemand, entre enjeux pédagogiques, politiques, pratiques et culturels (1830–1990)

Volume 191
Melanie Buser
Two-Way Immersion in Biel/Bienne, Switzerland: Multilingual Education in the Public Primary School Filière Bilingue (FiBi)
A Longitudinal Study of Oral Proficiency Development of K-4 Learners in Their Languages of Schooling (French and (Swiss) German)

Volume 190
Vincent Capt • Mathieu Depeursinge • Sonya Florey (éd.)
L’enseignement du français et le défi du numérique
New Disciplinary Perspectives on Education

Edited By Jones Irwin and Stephen Cowden

Educational theory has always been framed within a wider context including philosophy, psychology, sociology and history. In the last ten years, educational discourse has been characterized by the emergence of a more managerialist paradigm and increased emphasis on the delivery of particular educational ‘outcomes’. This has taken place in the context of the huge expansion of tertiary education from the national level, a process in which education has come to be understood as a lucrative global commodity. But alongside these developments, there has also been a resurgence of interest in the educational insights provided by the disciplines of education: for example, renewed emphasis on enquiry-based approaches to learning (Dewey), social constructivist pedagogy (Vygotsky), educational critique (Bourdieu, Freire), new inter-religious pedagogies (Grimmit, Jackson) and fresh perspectives on the ‘spiral’ curriculum (Bruner). Much of this work takes the form of a critique of the instrumentalism of outcome-driven approaches. As the debt-laden student emerges as a political subject, educational discourse has come to represent a particularly contested terrain.

The book series New Disciplinary Perspectives on Education seeks to explore how these debates within the resurgence of the disciplines of education relate to wider political and economic conditions, creating new critical understandings and possibilities within educational theory and practice. It welcomes both theoretical and empirical studies, alongside mixed-methods approaches, and publishes disciplinary studies within philosophy, psychology, sociology and history as well as encouraging cross-disciplinary and inter-disciplinary work.

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Volume 100001

Marina Avelar

Disrupting Education Policy
How New Philanthropy Works to Change Education

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Volume 222

David Ridley

The Method of Democracy
John Dewey’s Theory of Collective Intelligence

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Volume 1

Stephen Cowden & David Ridley (eds)

The Practice of Equality
Jacques Rancière and Critical Pedagogy
Social and cultural processes are eminently historical. Historical research and historical studies, themselves embedded in historical contexts, meet this fact by reconstructing historical processes and by making offers for their analysis and interpretation. A series of new phenomena and transformations are currently challenging the exploration of education and formation and their different institutionalized forms. Among them, the process of dense globalization, increasing cultural transfers and entanglements, the scarcity of natural resources, the accelerated pace of the transformation of media environments and novel forms of individualization are some of the most pressing. These phenomena and transformations pose new questions for historical research in education.

The book series Studia Educationis Historica offers historical studies that address these challenges with traditional and innovative historical research methods. The series offers analyses on the history of education in different countries as well as comparative and international studies. German, English, and Spanish are the languages of the book series.

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**Marcelo Caruso**

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Philosophy and Theory in Higher Education

Executive Editor: John E. Petrovic, The University of Alabama

*Philosophy and Theory in Higher Education* is an international refereed scholarly journal committed to advancing understanding of the role(s) and purpose(s) of higher education. The journal strives to be inclusive in scope, addressing topics and issues of significance to a wide range of scholars and practitioners concerned with the relationship between higher education and society. Rigorous submissions informed by diverse philosophical and theoretical orientations, including, but not limited to, critical theory, existentialism, feminism, queer theory, post-colonialism, Marxism, liberalism, poststructuralism, postmodernism, and posthumanism will be welcomed. PTIHE aims to stimulate critical analyses of policy and practice in higher education, with an emphasis on interdisciplinary and international perspectives. The content will be primarily philosophical and theoretically-based research papers. Analytical papers that reflect on empirical projects will also be featured in the journal. Short responses to previous articles as well as essay reviews of new works in the field will be considered to promote ongoing critical dialogue within the journal. Proposals for special issues, with thematically linked papers, are encouraged.

**Audience**
The audience includes researchers, policy-makers, students, faculty, and administrators working in the field of higher education.

**Purpose and Mission**
The overarching purpose of PTIHE is to extend conversations on the importance of philosophy, critical social theory, and the philosophical method in the study of higher education. Specifically, the journal seeks to

- advance philosophic and theoretical treatments of problems in higher education;
- explore points of agreement and difference among different philosophies/philosophers of higher education;
- explore and inform through philosophic and critical analyses central concepts in policies, pedagogic methods, and curricula in higher education;
- reevaluate the ever-changing purposes of higher education, especially in democratic societies;
- reconsider the balance between higher education as a public and private good;
- Address issues of equity in higher education finance, governance, the professoriate, student services, and general issues of opportunity;
- analyze diversity and social inequities generated by factors such as national origin or immigration status, race, gender, gender identity, social class, culture, ethnicity, language, sexual orientation, disability and;
- consider issues in higher education from different philosophical branches including ethics, epistemology, political philosophy, and social philosophy and from different theoretical perspectives including critical theory, feminism, queer theory, post-colonial theory, Marxism, and poststructural/postmodern theories

With these aims and purposes in mind, it is the mission of the *Philosophy and Theory in Higher Education* to inform policy and practice in higher education while critically engaging with the myriad and sometimes conflicting purposes of the academy as both a private and public good.
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