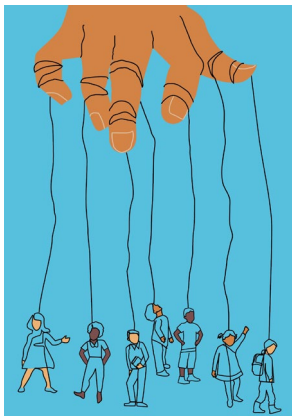
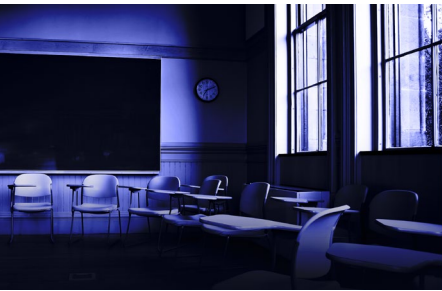




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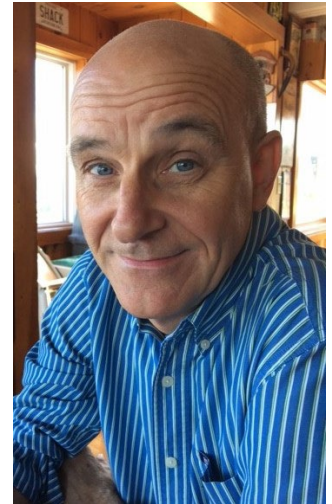
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Spring/Summer 2021

Dear Colleague,

I hope that this message finds you well and feeling optimistic as we collectively start to get a grip on the pandemic that has battered us for more than a year. With that upbeat thought in mind, we are very happy to share the fruits of our 4+ years of labor as the new kids on the academic publishing block with the content of this Spring/Summer 2021 catalog.



In spite of tough conditions, we enjoyed a very successful 2020 (we're still glad to have it in our rear-view mirror, however). To date, our small but growing list has won 10 book awards and uniformly positive books reviews. We thank all of the faculty members who find enough value in our books to adopt them in their classrooms, and the many thousands of individuals who have purchased our titles. Of course, we're grateful to all of our authors who have placed their faith (and their manuscripts!) in our publishing venture. And I'm giving a special shout-out to the superb staff at Myers Education Press, as well as all of our freelancers, who have made these incredible books possible.

We very much miss seeing everyone at conferences, since virtual meetings are poor substitutes for the personal experience of hanging out together. Academic organizations are beginning to indicate that they will be going back to face-to-face meetings, starting (so far) in November. Check the Calendar of Events on the home page of our website to see if we're all going to be in the same place at the same time. Let's meet up!

Best wishes,
Chris Myers
President and Publisher

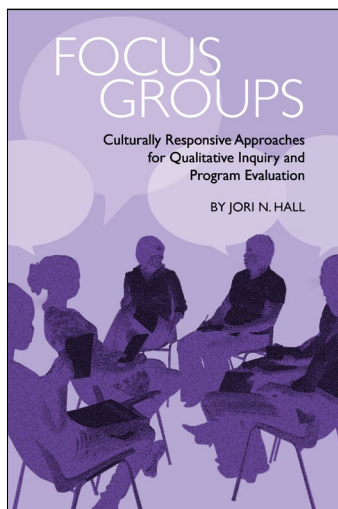


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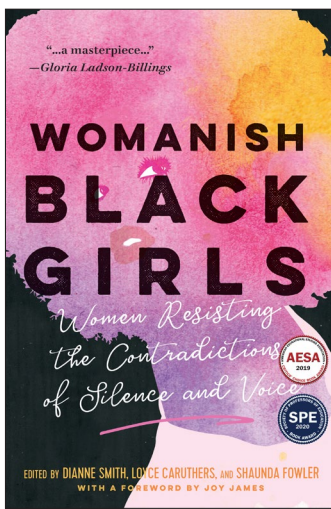
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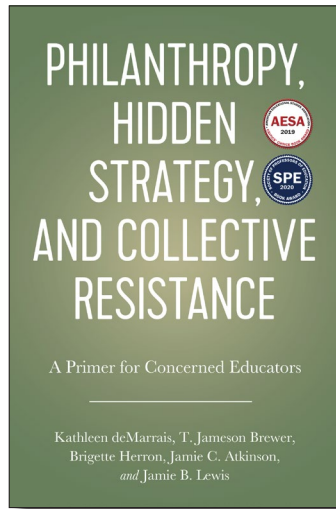
Our Award-Winning Titles



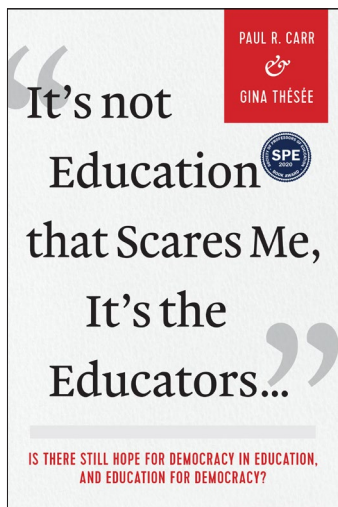
2021 AERA Qualitative Research SIG Outstanding Book Award winner
(See page 18)



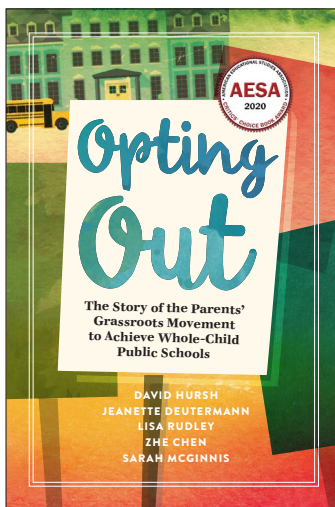
2020 SPE Outstanding Book Award Winner
2019 AESA Critic's Choice Award Winner
(See page 61)



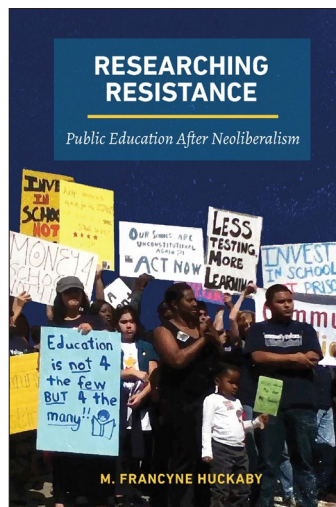
2020 SPE Outstanding Book Award Winner
2019 AESA Critic's Choice Award Winner
(See page 17)



2020 SPE Outstanding Book Award Honorable Mention
(See page 46)

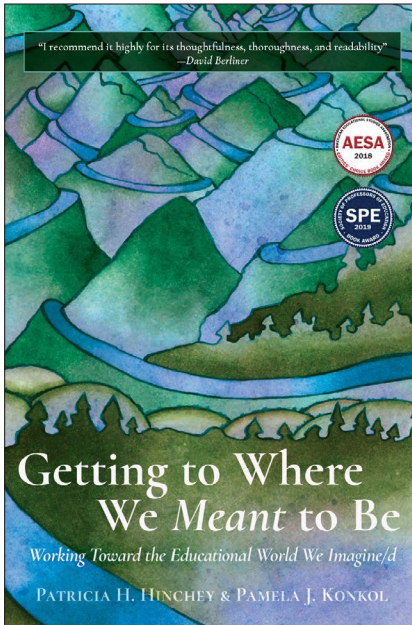


2020 AESA Critic's Choice Award Winner
(See page 15)

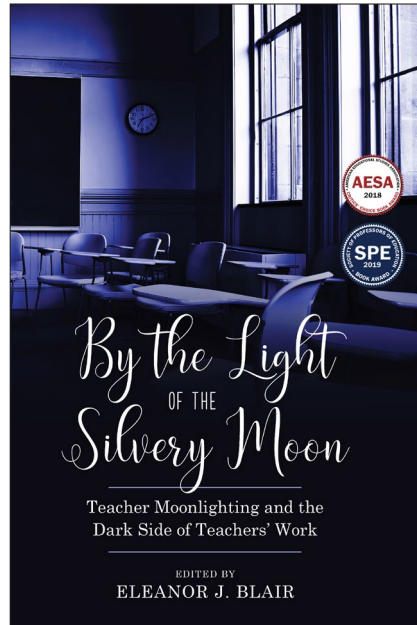


2020 Outstanding Book Award Honorable Mention from Division B (Curriculum Studies) of AERA
(See page 28)

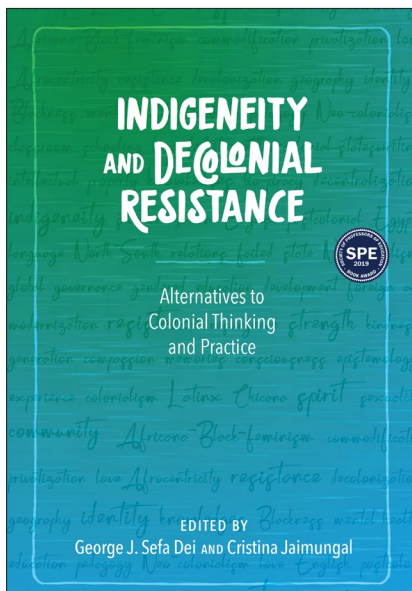
Past Award-Winning Titles



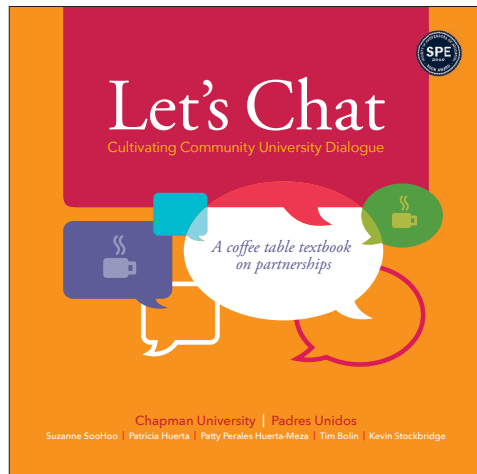
2018 AESA Critic's Choice Award Winner
2019 SPE Outstanding Book Award Winner
 (See page 78)



2018 AESA Critic's Choice Award Winner
2019 SPE Outstanding Book Award Winner
 (See page 78)



2019 SPE Outstanding Book Award
Honorable Mention
 (See page 63)



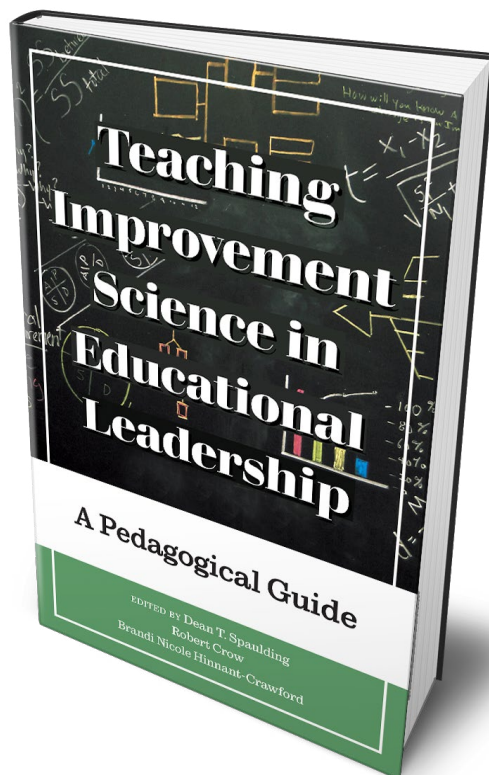
2019 SPE Outstanding Book Award
Honorable Mention
 (See page 78)

Edited by Dean T. Spaulding,
Robert Crow, and Brandi Nicole Hinnant-Crawford

Teaching Improvement Science in Educational Leadership: A Pedagogical Guide

Improvement Science in Education and Beyond Series

Teaching Improvement Science in Educational Leadership: A Pedagogical Guide presents the reader with a range of pedagogies from a variety of viewpoints and approaches. The book provides a holistic picture for how one might develop stakeholder competency and capacity with improvement science as a signature problem-solving methodology for educational leaders. And while there are books that provide foundational knowledge on the field of improvement science (including the list of titles from Myers Education Press), this book differs in that it presents varying approaches for teaching others about improvement science. For those who want to develop the methodology but who need resources, the book provides the illustrations, examples, and other concrete applications so that those involved in teaching the subject matter can connect foundational knowledge of improvement to the applied context. This book serves as the guide for education leaders who wish to have the know-how for developing the knowledge, skills and dispositions relative to the field of improvement science—the education leader's signature problem-solving methodology.



February 2021 / 248 pages / 6" x 9"

Paper / 9781975503758 / \$39.95

Cloth / 9781975503741 / \$129.95

E-book / 9781975503772 / \$39.95

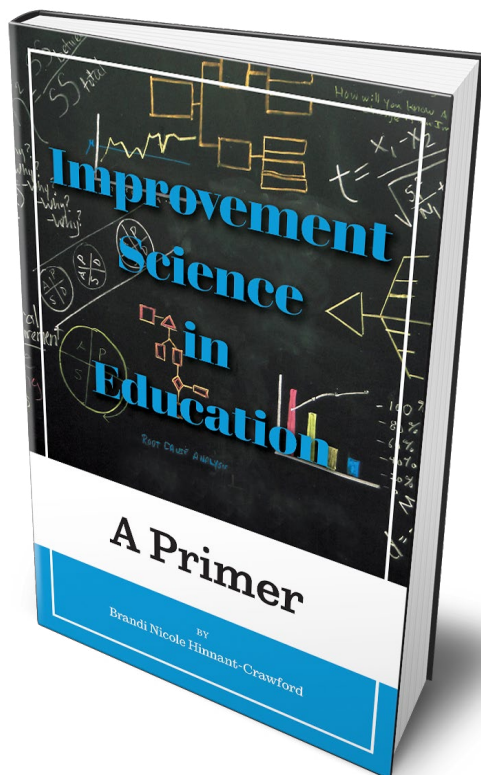
"Teaching Improvement Science in Educational Leadership is an essential pedagogic resource for anyone involved in the preparation and continued professional education of teacher, school, or system leaders. The authors are themselves leaders in the teaching of Improvement Science and in mentoring the application of the improvement principles to redressing racial and class inequities. They share here valuable lessons from their own teaching and improvement efforts."

—Anthony S. Bryk, Immediate past-president, Carnegie Foundation for the Advancement of Teaching and Author, *Learning to Improve: How America's Schools Can Get Better at Getting Better*

Dean T. Spaulding (PhD in Educational Psychology from SUNY Albany) is the Vice President and Director of Grant Writing and Program Evaluation with Z Score Inc. He is also former chair of the Teaching Evaluation SIG for the American Evaluation Association. Dr. Spaulding currently serves as external evaluator on a National Science Foundation and a Howard Hughes Foundation grant.

Robert Crow (PhD in Educational Psychology & Research, University of South Carolina) is an Assistant Professor of Educational Research at Western Carolina University. He regularly teaches Methods in Improvement Science in his institution's Doctor of Education program. He currently chairs the improvement science special interest group for the Carnegie Project on the Education Doctorate consortium.

Brandi Nicole Hinnant-Crawford (PhD in Educational Studies from Emory University) is an Assistant Professor of Educational Research at Western Carolina University. Her research agenda employs justice framework where she intentionally seeks to expose policies and practices related to exploitation, domination, and marginalization; her broad interest include multicultural education, teacher activism, African American activism, improvement science, and education policy.



May 2020 / 230 pages / 6" x 9"

Paper / 9781975503550 / \$22.95

Cloth / 9781975503543 / \$89.95

E-book / 9781975503574 / \$22.95

Brandi Nicole Hinnant-Crawford

Improvement Science in Education A Primer

Improvement Science in Education and Beyond Series

Improvement Science in Education: A Primer provides a comprehensive overview of improvement science as a framework to guide continuous improvement and reconceptualizes improvement by centering equity and justice as the purpose of improvement. This Primer is designed to introduce improvement science, a methodology with origins in manufacturing, engineering and healthcare, to educational audiences. The book first explores the philosophical and methodological foundations of improvement science, juxtaposing it with traditional forms of research so that clear distinctions can be drawn. Chapters in the latter half of the book introduce the principles of improvement, give guidance and tools for operationalizing the principles in practice, and conclude with questions to ensure you are improving with equity in mind. Constantly reminding readers to think about who is involved and impacted, the Primer makes improvement science accessible to novices and adds critical dimensions for experienced practitioners to consider.

"This is an important book for educators who seek to use scientific means for solving all kinds of problems—particularly problems of educational equity. It addresses problems of practice, from instructional problems to organizational problems, and the nature of problems in general."

—Gloria Ladson-Billings, PhD, President, National Academy of Education Fellow, American Academy of Arts & Sciences

Brandi Hinnant-Crawford, PhD, is an Assistant Professor of Educational Research at Western Carolina University. As a mixed-methods methodologist, she believes in the complementary nature of quantitative and qualitative research, and seeks to use research in transformative ways (such as with improvement science). Dr. Hinnant-Crawford's work has been published in diverse venues such as *Urban Education*, the *Journal for Multicultural Education*, and *Black Theology*. She holds a PhD from Emory University in Educational Studies, a master's degree in Urban Education Policy from Brown University, and bachelor's degrees in English and Communication (media concentration) from North Carolina State University. While she loves research and teaching, her first priority is being the mother of her seven-year-old twins, Elizabeth Freedom and Elijah Justice Crawford.

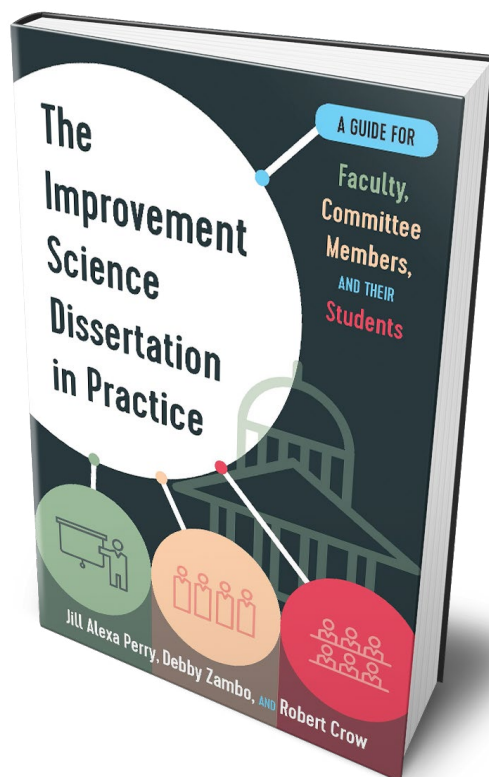
Jill Alexa Perry, Debby Zambo and Robert Crow

The Improvement Science Dissertation in Practice

A Guide for Faculty, Committee Members, and their Students

Improvement Science in Education and Beyond Series

The Improvement Science Dissertation in Practice provides a narrative and illustration about the purpose and features comprising the Dissertation in Practice and how this culminating experience is well suited to using Improvement Science as a signature methodology for preparing professional practitioners. This methodology, when combined with the Dissertation in Practice experience in EdD programs, reinforces practitioner learning about and skills for leadership and change. As a guide, the book is an extremely valuable resource that supports faculty, students, and practitioners in the application of Improvement Science to pressing educational problems in a structured, disciplined way.



May 2020 / 180 pages / 6" x 9"

Paper / 9781975503208 / \$29.95

Cloth / 9781975503192 / \$89.95

E-book / 9781975503222 / \$29.95

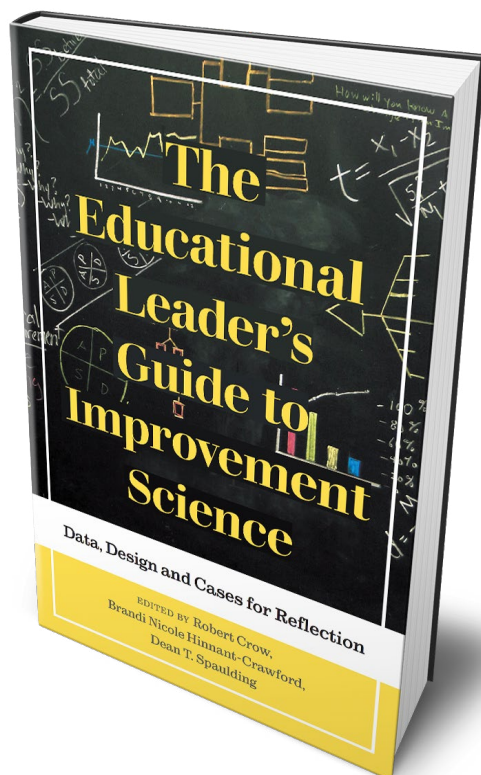
"The tools in this book will help you design a model for rapid personal and organizational change. If you are looking for means to transform educational systems, you've found them."

—Brandon Smith, EdD, Associate Dean of Academic Affairs for Student Success, Brevard College

Debby Zambo is an Associate Professor Emerita from Arizona State University currently working as the Associate Director of the Carnegie Foundation on the Education Doctorate (CPED). Along with Jill Perry and Robert Crow, she developed and presented five workshops on a range of topics from the basic tools and processes of improvement science and, most recently, contextualizing improvement science in dissertation work.

Dr. Jill Perry is the Executive Director of the Carnegie Project on the Educational Doctorate (CPED) and a Professor of Practice in the Department of Administrative and Policy Studies at the University of Pittsburgh. She has edited two books and is currently researching the ways EdD programs teach practitioners to utilize research evidence.

Robert Crow, PhD, is an associate professor of educational research at Western Carolina University. His expertise in assessment and evaluation has led to collaborations with other 4-year institutions, community colleges, PK-12 schools, and institutional accreditation agencies such as SACS-COC. Dr. Crow's research interests include assessment and evaluation of student learning and of learning environments.



February 2019 / 230 pages / 6" x 9"

Paper / 9781975500955 / \$42.95

Cloth / 9781975500948 / \$149.95

E-book / 9781975500979 / \$42.95

Edited by Robert Crow, Brandi Nicole Hinnant-Crawford,
and Dean T. Spaulding

The Educational Leader's Guide to Improvement Science Data, Design and Cases for Reflection

Improvement Science in Education and Beyond Series

The Educational Leader's Guide to Improvement Science: Data, Design and Cases for Reflection is a collection illustrating applied organizational problem-solving using methods of improvement science in educational leadership. Early chapters introduce improvement science and then the reader is led through a logical sequence of inquiry, presented with cases of educational dilemma matched with principles of improvement science and provided examples of research methodology applied in context. Because improvement science research is so quickly becoming a signature pedagogy and core subject area of inquiry in the field of educational leadership, the literature is still scant in its coverage of improvement science models; it is the purpose of this publication to fill the void by providing concrete examples, through case studies, of instances where improvement research methods and analyses can be embedded to enhance and strengthen efforts at organizational improvement. This text concentrates on the elements faculty, students, and administrators need; specific models where improvement science frameworks enhance the reliability and validity of improvement or quality enhancement efforts.

"Crow, Hinnant-Crawford and Spaulding's book on the intersection of school leadership and improvement science is an essential resource for those transforming the education doctorate as well as for those preparing to lead schools. Both novices and experienced practitioners will find much to enhance their use of improvement science."

—David Imig, Senior Fellow, Carnegie Foundation; Chair, Carnegie Project on the Education Doctorate Board

Robert Crow (PhD in Educational Psychology & Research, University of South Carolina) is an Assistant Professor of Educational Research at Western Carolina University. He regularly teaches Methods in Improvement Science in his institution's Doctor of Education program. He currently chairs the improvement science special interest group for the Carnegie Project on the Education Doctorate consortium.

Brandi Nicole Hinnant-Crawford (PhD in Educational Studies from Emory University) is an Assistant Professor of Educational Research at Western Carolina University. Her research agenda employs justice framework where she intentionally seeks to expose policies and practices related to exploitation, domination, and marginalization; her broad interest include multicultural education, teacher activism, African American activism, improvement science, and education policy.

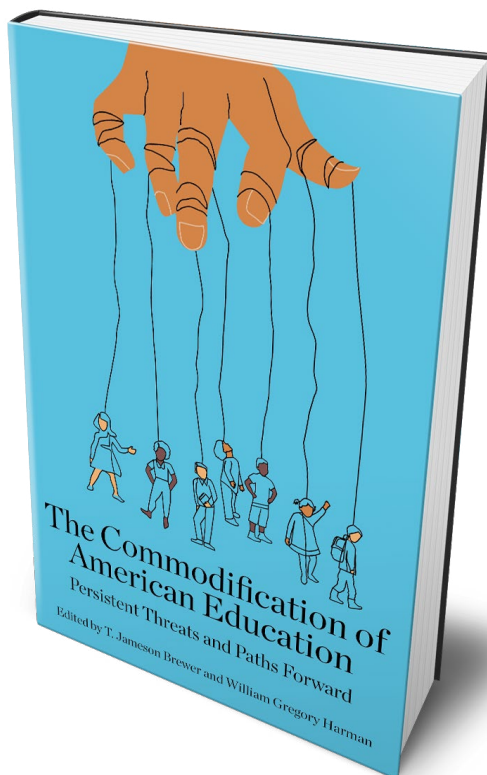
Dean T. Spaulding (PhD in Educational Psychology from SUNY Albany) is the Vice President and Director of Grant Writing and Program Evaluation with Z Score Inc. He is also former chair of the Teaching Evaluation SIG for the American Evaluation Association. Dr. Spaulding currently serves as external evaluator on a National Science Foundation and a Howard Hughes Foundation grant.

Edited by T. Jameson Brewer and William Gregory Harman

The Commodification of American Education

Persistent Threats and Paths Forward

For the last few decades, teacher preparation has increasingly aligned itself with “best practices,” standards, and accountability, and such policies became mandatory in P-12 schooling nationwide. Technical skills instruction and methods have become the common practice of teacher preparation and accreditation of programs. Teacher candidates are encouraged to be unquestioning servants of a school system rather than educators who govern the meaning of schooling. The purpose of this book is to present a view of how we got to where we are today and to offer strategies to bring the job of teaching back to its roots. It seeks to identify the conservative influences that treat students as a commodity rather than future citizen scholars. For teacher candidates, this has meant the excision of social foundations of education courses and any further explorations of the philosophy of education or the history of schooling in their curricula. *The Commodification of American Education* looks at ways to re-establish teachers as professionals rather than mere technicians, and to take back public education to transform schools into places that educate while eliminating inequality and oppression.



February 2021 / 200 pages / 6" x 9"

Paper / 9781975504359 / \$32.95

Cloth / 9781975504342 / \$89.95

E-book / 9781975504373 / \$32.95

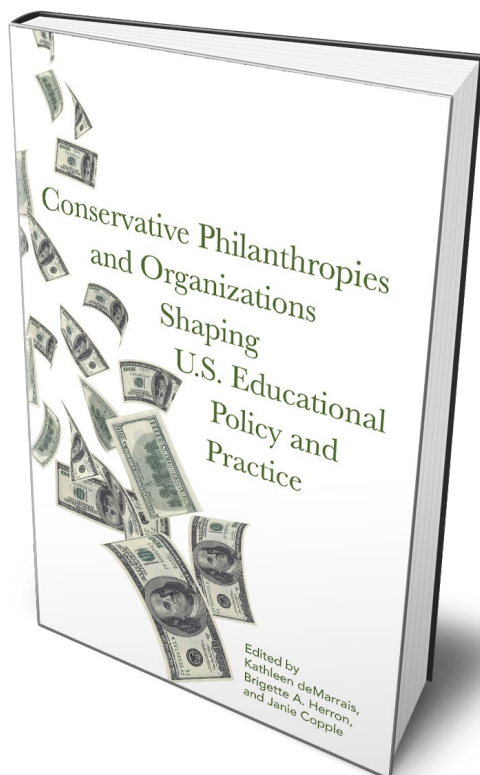
“For decades the forces of neoliberalism have sought to make education into a competitive marketplace, turning teaching and learning into products for profit. . .

(e)ditors Brewer and Harman have offered a powerful collection to help us all navigate and survive these troubling times.”

—Wayne Au, Ph.D., Professor, University of Washington Bothell

T. Jameson Brewer, PhD is an Assistant Professor of Social Foundations of Education at the University of North Georgia. Broadly conceptualized, his research focuses on the impact of privatization and marketization of public education by way of school vouchers, charter schools, alternative teacher certification, and homeschooling. His most recent books include *Philanthropy, Strategy, and Collective Resistance: A Primer for Educators* (Myers Education Press, 2019). Follow him on Twitter: @tjamesonbrewer.

Greg Harman, Ed.D., M.E.A., is an associate professor of teacher education at Lewis-Clark State College. He was formerly at Dominican University, Chicago. He teaches educational psychology, educational philosophy, social studies methods, and mentors teacher candidates in student teaching. He has edited for *SOJO*, reviewed for *Education Policy Analysis Archives*, has published in both, as well as in *Educational Theory, Teaching with Primary Sources: Research & Practice, Critical Questions in Education*, and *Teaching & Learning*.



Edited by Kathleen deMarrais, Brigette A. Herron,
and Janie Copple

Conservative Philanthropies and Organizations Shaping U.S. Educational Policy and Practice

This book is about conservative philanthropies, the organizations and individuals within their networks, and the strategies they use to shape educational policy and practice in K-12 and higher education. Each chapter examines a philanthropy, philanthropic network, or corporation focused on pushing an agenda of individualism, privatization, and conservative ideologies. Within a global context of increasing wealth inequality, the authors question the motivations of these privileged few to withhold tax dollars from the US treasury where duly elected representatives can determine how tax dollars are used to benefit society. This book, aimed at a general audience of educators, provides the in-depth knowledge necessary to understand and resist private control of public policies and institutions.

July 2020 / 280 pages / 6" x 9"

Paper / 9781975503000 / \$38.95

Cloth / 9781975502997 / \$139.95

E-book / 9781975503024 / \$38.95

"This text brings together pieces that are always thoughtful, often provocative, and invariably helpful to readers seeking to better understand the complicated web of influence that connects the 'good works' of ideologically conservative philanthrocapitalists and their ilk. Bravo."

—Pamela J. Konkol, PhD, Director of Academic Research, Concordia University Chicago

Kathleen deMarrais (Ph.D., University of Cincinnati) is professor and department head in the Department of Lifelong Education, Administration and Policy at the University of Georgia. She serves as a qualitative methodologist in UGA's Qualitative Research Program.

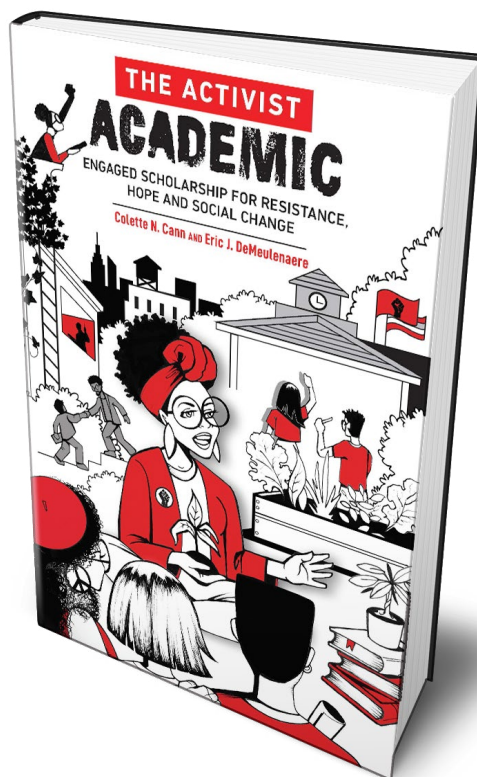
Brigette Adair Herron (Ph.D., University of Georgia) conducts scholarly research in transnational and justice-oriented feminist pedagogy in adult and higher education.

Janie Copple is a Ph.D. student in the Qualitative Research and Evaluation Methodologies program at the University of Georgia. Her current publications can be found in *The Qualitative Report* and *African Studies Quarterly*.

Colette Cann and Eric DeMeulenaere

The Activist Academic Engaged Scholarship for Resistance, Hope and Social Change

Donald Trump's election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forerunners like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice "can no longer consist in eloquence...but in active participation in practical life, as constructor, organizer, 'permanent persuader' and not just a simple orator" (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and "alternative facts," academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. *The Activist Academic* serves as a guide for merging activism into academia. Following the journey of two professors, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets.



April 2020 / 205 pages / 6" x 9"

Paper / 9781975501396 / \$39.95

Cloth / 9781975501389 / \$139.95

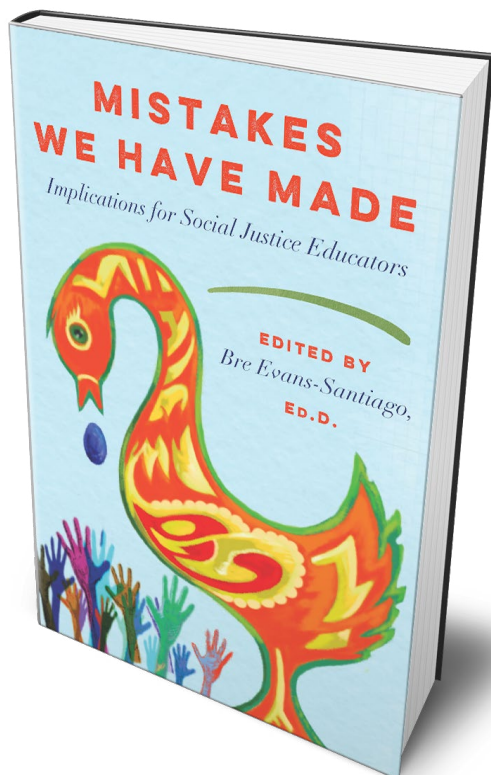
E-book / 9781975501419 / \$39.95

"...be ready: drawing deeply on theory and experience, this book will pull readers into the conversations, the inquiry, and the unavoidable demand that we dive into the unresolvable contradictions at the heart of being a professor committed to justice."

—Kevin Kumashiro, Ph.D., author of *Against Common Sense: Teaching and Learning toward Social Justice*

Colette Cann (Ph.D., U.C. Berkeley) is an Associate Professor of Education at the University of San Francisco. Her scholarship has allowed her to collaborate with teachers, students and community organizations and has appeared in journals such as *Race, Ethnicity and Education*; *Whiteness and Education*; *Urban Education*; *Journal of Peace Education*; *Qualitative Inquiry*; and *Cultural Studies* <—> *Critical Methodologies*.

Eric DeMeulenaere (Ph.D. in the Social and Cultural Studies Program at U.C. Berkeley) is an Associate Professor of Urban Schooling in Clark University's Education Department. He has consulted with urban school leaders and teachers nationally and internationally to transform their pedagogical practices and organizational school cultures. He is co-author of *Reflections from the Field: How Coaching Made Us Better Teachers*.



February 2020 / 224 pages / 6" x 9"

Paper / 9781975502362 / \$42.95

Cloth / 9781975502355 / \$149.95

E-book / 9781975502386 / \$42.95

Edited by Bre Evans-Santiago

Mistakes We Have Made Implications for Social Justice Educators

Mistakes We Have Made: Implications for Social Justice Educators is an edited collection from eleven authors with a wealth of experience teaching in K-12 schools and utilizing culturally relevant practices. This book is current with social justice research and strategies, while connecting to the audience through personal vignettes in each chapter. The personal connection of research supported ideas to help new teachers avoid the authors' early career mistakes in the classroom is at the center of this text. The content is organized into three themes: Inclusive Classrooms, Curriculum Implementation, and Professionalism. Reflection questions are provided at the end of each chapter, which will guide the practitioners to self-reflect and plan next steps accordingly. The e-book provides links to videos, strategies, articles, and other supplemental resources to make this text a "one-stop shop." *Mistakes We Have Made* speaks to several audiences, from pre-service teachers to new teachers, to any practitioner that needs a new perspective on teaching with a social justice lens. It can be used as a text in a variety of college courses, professional development workshops, or as a gift for new teachers.

"Practical, timely, but most importantly, this book is written from authentic classroom experiences. Mistakes We Have Made is a must-read for new teachers and a refreshing perspective for veteran teachers alike."

—Edward González, EdD, Bakersfield City School District teacher and Community speaker

Dr. Bre Evans-Santiago is an Assistant Professor in the Teacher Education Department at California State University, Bakersfield. Her research focuses on culturally-sustaining pedagogy and practices in TK-8 schools. Dr. Evans-Santiago also has research experience in improvement science as it relates to educational programs. Her current research projects include, but are not limited to, LGBTQ issues in education, and supporting minority males.

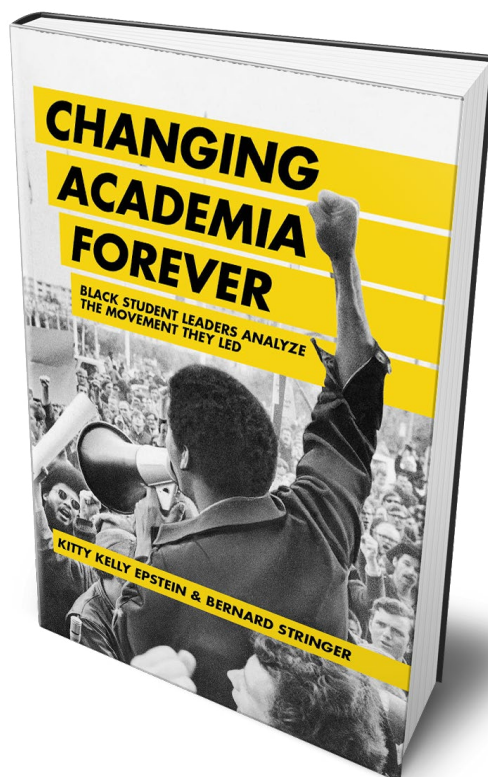
Kitty Kelly Epstein and Bernard Stringer

Changing Academia Forever

Black Student Leaders

Analyze the Movement They Led

The most effective and long-lasting student strike in U.S. history took place at San Francisco State College in 1968. The first Black Student Union, the first Black Studies Department, the only College of Ethnic Studies, and the admission of thousands of students of color resulted from this four-and-a-half-month strike which shut down 80% of the campus. It has been called the movement which “changed academia forever.” Black students were only a small percentage of those on campus, but they managed to engage thousands of white, Latino, Asian, and indigenous students; SDS and the Third World Liberation Front; the faculty union; and a huge portion of the San Francisco community. In the end, they were able to win most of their 15 demands. The book is written by two participants in the strike, one a member of the BSU leadership. Oral histories of strike leaders are integrated with discussion of the events and significance of this movement. What were the politics and strategies? Why was the strike successful and what are the insights for today’s mass movements?



January 2020 / 125 pages / 6" x 9"

Paper / 9781975502720 / \$39.95

Cloth / 9781975502713 / \$139.95

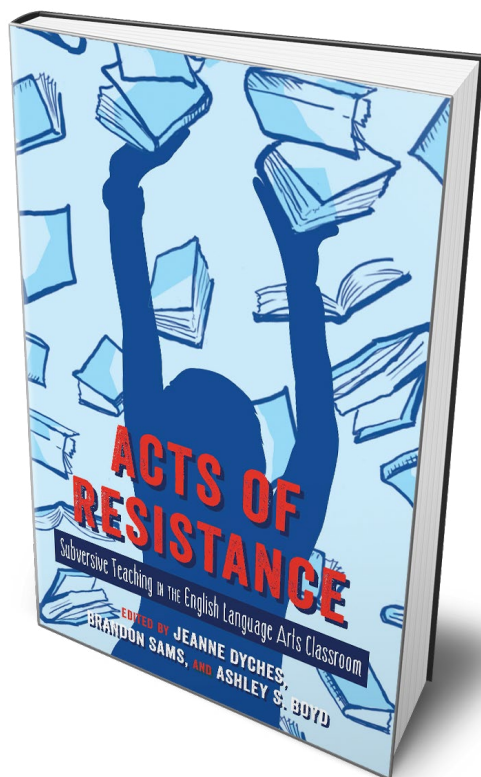
E-book / 9781975502744 / \$39.95

“Changing Academia Forever explains how we in the Black Student Union were able to fundamentally change universities in America. We organized a strike, we worked closely with our communities, and we made a coalition with students of every racial group. This is the kind of organizing we need now to save humanity and the planet.”

—Danny Glover, American actor, film director, and political activist

Kitty Kelly Epstein is an academic, an author, the host of a radio show, and an urban activist. She taught high school; earned a doctorate at U.C. Berkeley; then taught teachers and graduate students. She has written two books and presented academic papers and workshops in Norway, South Africa, Nicaragua, Jordan, Ethiopia, China, Poland, the Czech Republic, and elsewhere.

Financial analyst and political activist **Bernard Stringer** is a lifelong advocate of educational empowerment as an instrument for change. He became a member of the nation’s first Black Student Union at San Francisco State College in 1968, and participated in the movement that led to the founding of the first Black Studies Department and School of Ethnic Studies in the country. He lives in Atlanta.



January 2020 / 251 pages / 6" x 9"

Paper / 9781975503314 / \$35.95

Cloth / 9781975503307 / \$139.95

E-book / 9781975503338 / \$35.95

"(T)his text supplies a much-needed collection of voices from the field who are seeking socially just, anti-oppressive futures. For teacher educators looking for examples that illustrate critical theory and reflect diverse teacher perspectives, this text contributes important examples and powerful stories."

—Katrina S. Kennett for *Teachers College Record*, 12/22/20

Edited by Jeanne Dyches, Brandon Sams and Ashley S. Boyd

Acts of Resistance

Subversive Teaching in the English Language Arts Classroom

In 1969, Neil Postman and Charles Weingartner published *Teaching as a Subversive Activity*. Subversive teaching today, however, looks very different than it did in 1969. Teachers today must deliver their instruction in an era of formidable challenges related to curriculum, educational policy, and cultural and political ideology. Students learn in an environment that includes active shooter drills and increasingly violent public policy that assaults immigrants, People of Color, women, and the LGBTQIA+ community. A robust public education is needed now more than ever, though the resources to provide it dwindle daily.

Acts of Resistance: Subversive Teaching in the English Language Arts (ELA) Classroom showcases examples of subversive pedagogy to instruct and inspire teachers and to contextualize subversive ELA pedagogy in the contemporary educational moment. Chapter authors—in-service teachers and teacher educators alike—draw from case studies, narrative inquiry, and other qualitative methodologies to explain how they have variously taken up subversive pedagogy in the ELA classroom. Because teachers and other stakeholders resist oppressive structures—including disciplinary confinements—when they teach from subversive viewpoints, each chapter describes a disciplinary “act of resistance” that illuminates possibilities for countering uncritical, “traditional” handling of ELA experiences.

Jeanne Dyches, Ph.D., is an assistant professor at Iowa State University. Her work has been published in *Journal of Literacy Research*, *Journal of Adolescent and Adult Literacy*, *Journal of Teacher Education*, *Urban Review*, and *Harvard Educational Review*.

Brandon Sams is an assistant professor of English education at Iowa State University. His work has recently been published in *English Teaching: Practice and Critique*, *The ALAN Review*, *Changing English*, and *The Journal of Language and Literacy Education*.

Ashley S. Boyd is an associate professor of English Education at Washington State. She has published in the *Journal of Teacher Education*, *English Education*, *Journal of Adolescent & Adult Literacy*, and the *International Journal of Critical Pedagogy*.

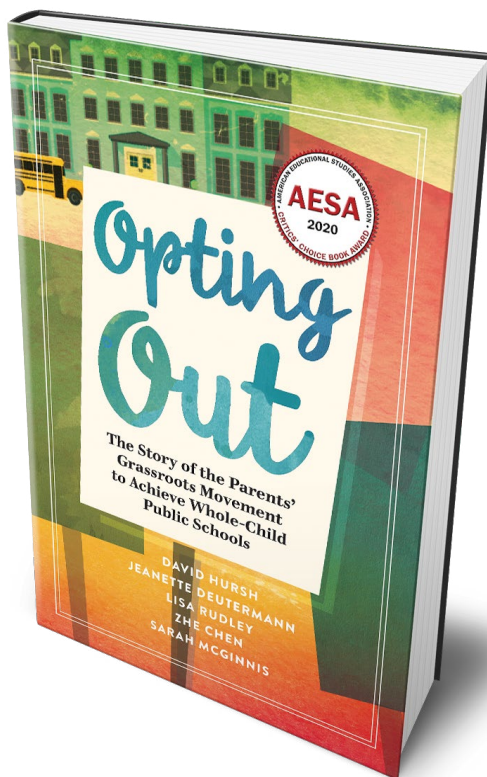
David Hursh, Jeanette Deutermann, Lisa Rudley,
Zhe Chen, and Sarah McGinnis

Opting Out

The Story of the Parents' Grassroots Movement to Achieve Whole-Child Public Schools

A 2020 AESA Critic's Choice Award Winner

The rise of high-stakes testing in New York and across the nation has narrowed and simplified what is taught and has also been central to the effort to privatize public schools. However, high-stakes testing and similar reform efforts have met resistance, with New York as the exemplar for how to repel standardized testing and invasive data collection, such as in-Bloom. In New York, the two parent/teacher organizations that have been most effective are Long Island Opt Out and New York State Allies for Public Education. In *Opting Out*, two parent leaders of the opt-out movement—Jeanette Deutermann and Lisa Rudley—tell why and how they became activists, and their role in creating the two organizations named above. The story of parents, students, and teachers resisting not only high-stakes testing but also privatization and other corporate reforms parallels the rise of teachers across the country going on strike to demand increases in school funding and teacher salaries. Both the success of the opt out movement and teacher strikes reflect the rise of grassroots organizing using social media to influence policy makers at the local, state, and national levels.



January 2020 / 125 pages / 6" x 9"

Paper / 9781975501501 / \$24.95

Cloth / 9781975501495 / \$149.95

E-book / 9781975501525 / \$24.95

"I am pleased to endorse this very important and informative book about the origins, the goals, and the accomplishments of the parent-led Opt Out Movement in New York. The public needs to know why parents like Jeanette Deutermann and Lisa Rudley devoted their time to fighting the testing regime. They and the other leaders of this movement are heroes of our age."

—Diane Ravitch, Research Professor of Education, New York University Founder and President of the Network for Public Education (NPE)

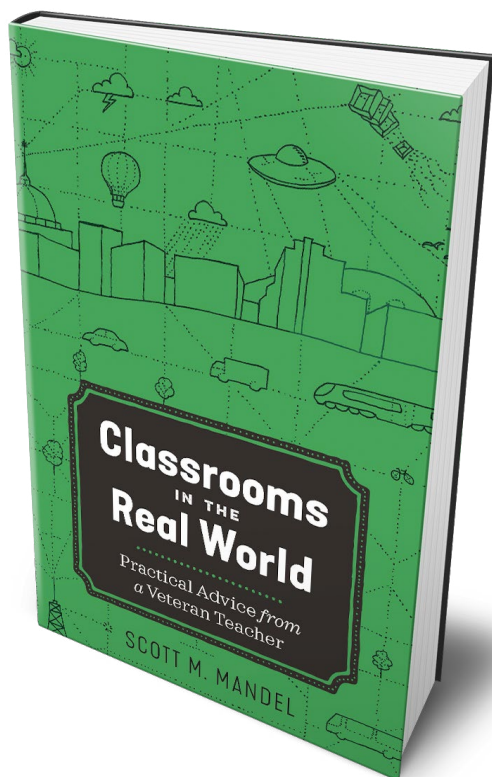
David Hursh is a professor in education at the Warner School, the University of Rochester. He has researched, written, and taught about numerous aspects of education, including neoliberalism and environmental health.

Jeanette Deutermann is the volunteer director and administrator of Long Island Opt Out and the co-founder of NYS Allies for Public Education (NYSAPE).

Lisa Rudley is a founding member and volunteer executive director of NYS Allies for Public Education (NYSAPE). She serves on the Ossining School District board and oversees investment operations at 5C Capital Management, LLC.

Zhe Chen is an international student from China pursuing doctoral studies in teaching & curriculum at the University of Rochester. She holds two master's degrees.

Sarah McGinnis received her master's from the University of Rochester, where she discovered the world of educational research. She is currently a doctoral student at the University of Ottawa.



Scott Mandel

Classrooms in the Real World

Practical Advice from a Veteran Teacher

For the past 35 years, Scott Mandel has been teaching students in an urban Los Angeles school district. In addition, he instructs teachers in professional development courses. In those classes, he's known for telling stories—stories gleaned from his time spent in the classroom. *Classrooms in the Real World* is a collection of many of those stories, presented as a set of teachable moments—a practical how-to book for new teachers, one based on interacting with kids on a daily basis. Rather than providing educational theories about what should be, Mandel shares real-life stories of how to relate to your students, administrators and parents, along with his thoughts on how to deal with the multiple curricular and classroom challenges that all teachers face in the real world. Chapters such as “Kids Don’t Care How Much You Know As Long As They Know You Care,” “Take Curricular Chances,” “Administrators Want You To Succeed,” “Keeping My Sanity All These Years,” and “What Have I Learned” will give you the reader practical ideas, philosophies and encouragement from a long-time classroom teacher, someone still in the classroom sharing the lived experience of teaching in today’s school environment.

January 2020 / 110 pages / 5.5" x 8.5"

Paper / 9781975503352 / \$24.95

Cloth / 9781975503345 / \$69.95

E-book / 9781975503376 / \$24.95

“While textbooks can provide a foundation for theory and what ‘should’ happen, Mandel’s experiences provide realistic glimpses of what ‘really happens’ and ‘what being a teacher really means’ (p. xvi). His engaging anecdotes remind his readers of the importance of knowing a teacher’s impact on a child’s life. ‘This isn’t a 9-to-5 job’ (p. 120).”

—Sandra Pech for *Teachers College Record*, 7/6/20

Scott Mandel has been a teacher, administrator, and an in-service leader. For the past 35 years, he has taught in the Los Angeles Unified School District, where he teaches English, history and musical theatre. He received his Ph.D. in curriculum and instruction from the University of Southern California. Scott is the author of eleven previous teacher education books and is the founder and developer of Teachers Helping Teachers (teachershelpingteachers.info), a web site for educators. Teachers Helping Teachers has been offering lesson plans, educational links and inspiration since 1995.

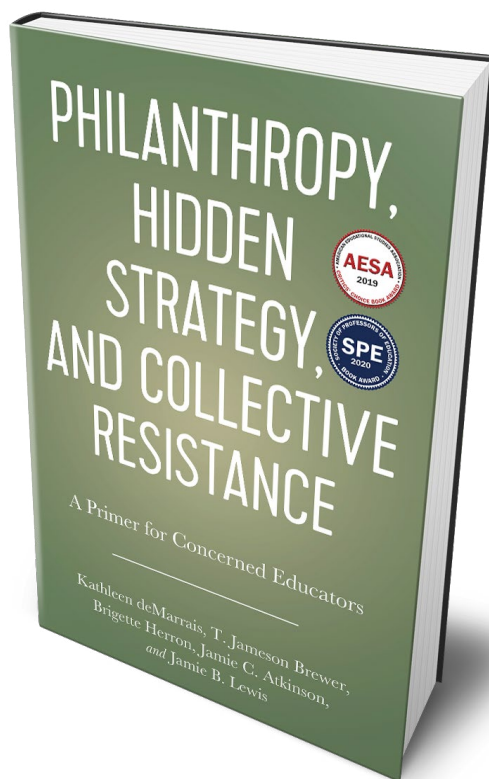
Kathleen deMarrais, T. Jameson Brewer, Brigette A. Herron,
 Jamie C. Atkinson, and Jamie B. Lewis
 Contributions by John Dayton

Philanthropy, Hidden Strategy, and Collective Resistance A Primer for Concerned Educators

A 2020 SPE Outstanding Book Award Winner

A 2019 AESA Critic's Choice Award Winner

In 1971, corporate lawyer and future U.S. Supreme Court Justice Lewis Powell wrote a detailed memo that galvanized a small group of conservative philanthropists to create an organizational structure and fifty-year plan to alter the political landscape of the United States. Funded with significant “dark money,” the fruits of their labor are evident today in the current political context and sharp cultural divisions in society. *Philanthropy, Hidden Strategy, and Collective Resistance* examines the ideologies behind the philanthropic efforts in education from the 1970s until today. Authors examine specific strategies philanthropists have used to impact both educational policy and practice in the U.S. as well as the legal and policy context in which these initiatives have thrived. The book, aimed for a broad audience of educators, provides a depth of knowledge of philanthropic funding as well as specific strategies to incite collective resistance to the current context of hyperaccountability, privatization of schooling at all levels, and attempts to move the U.S. further away from a commitment to the collective good.



March 2019 / 318 pages / 6" x 9"

Paper / 9781975500719 / \$42.95

Cloth / 9781975500702 / \$149.95

E-book / 9781975500733 / \$42.95

“(T)his book is an incredibly important resource for educators at all levels. Philanthropy in education is all too frequently hidden behind closed doors with the donors’ true intentions obfuscated and working in their own best interests—rather than those of the public. This text could easily serve as the centerpiece of an educational foundations course for future educators to familiarize themselves with some of the ulterior motives behind seemingly well-meaning philanthropic movements.”

—Reviewed in *Democracy & Education*, Vol. 28, No. 2 by William Wolff, College of Education
 and D. Brent Edwards Jr., Associate Professor of Education, University of Hawaii

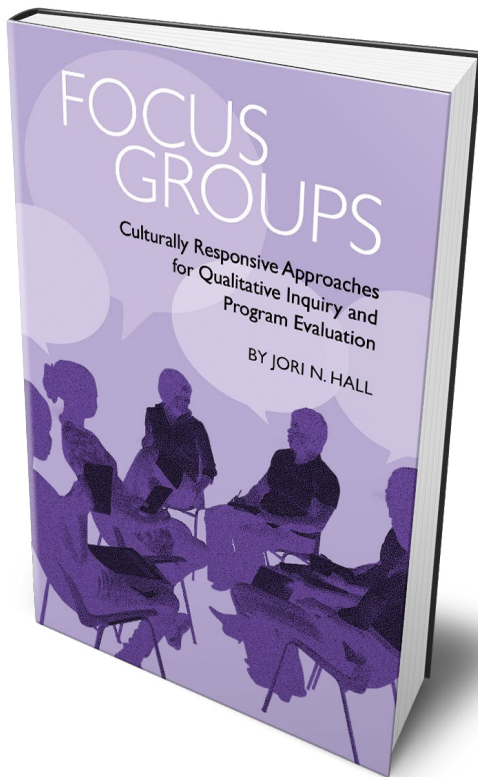
Kathleen deMarrais (Ph.D. in Social Foundations of Education at the University of Cincinnati) is a professor and department head in the Department of Lifelong Education, Administration and Policy at the University of Georgia.

T. Jameson Brewer, Ph.D. is an Assistant Professor of Social Foundations of Education in the Teacher Education Department at the University of North Georgia.

Brigette Adair Herron is a Ph.D. student of Adult Education in the Department of Lifelong Education, Administration, and Policy at the University of Georgia.

Jamie C. Atkinson is an Assistant Professor of Foundations in Education and the program coordinator for the Master of Arts in Teaching program in the Department of Reading, Foundations, and Technology at Missouri State University.

Jamie B. Lewis (JD; PhD, Social Foundations at the University of Georgia) is Associate Professor and Chair of Studies in Educational Foundations at Georgia Gwinnett College.



March 2020 / 175 pages / 6" x 9"

Paper / 9781975501938 / \$42.95

Cloth / 9781975501921 / \$149.95

E-book / 9781975501952 / \$42.95

"Dr. Hall artfully demonstrates how to use culturally responsive focus groups for social justice through practical research techniques and case examples that show how the researcher can be an agent of change and give a voice to marginalized communities."

—Stacy Penna, Ed.D., NVivo Community Director,
QSR International

Jori N. Hall

Focus Groups

Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation

A 2021 AERA Qualitative Research SIG Outstanding Book Award winner

Focus Groups: Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation takes an in-depth look at how culturally-responsive focus groups are developed and implemented within the context of qualitative inquiry broadly, and program evaluation more specifically. The book showcases various forms of focus groups and how they can be responsive to specific communities across different disciplines. This book provides:

- an historical perspective on focus groups
- a theoretical foundation helpful for supporting focus groups with marginalized groups, vulnerable populations (older adults, children), and participants within non-Western settings
- basic procedures for conducting focus groups
- guidelines for cultural responsiveness and
- case examples of alternative approaches to focus groups that target specific communities and those in different contexts.

It also considers ethical issues around the use of culturally responsive focus groups, while providing guidance on analyzing and interpreting your data and establishing the credibility of your study. *Focus Groups* is an information-rich resource for qualitative researchers and program evaluators at various levels who want to learn about or enhance their knowledge on designing and conducting culturally responsive focus groups.

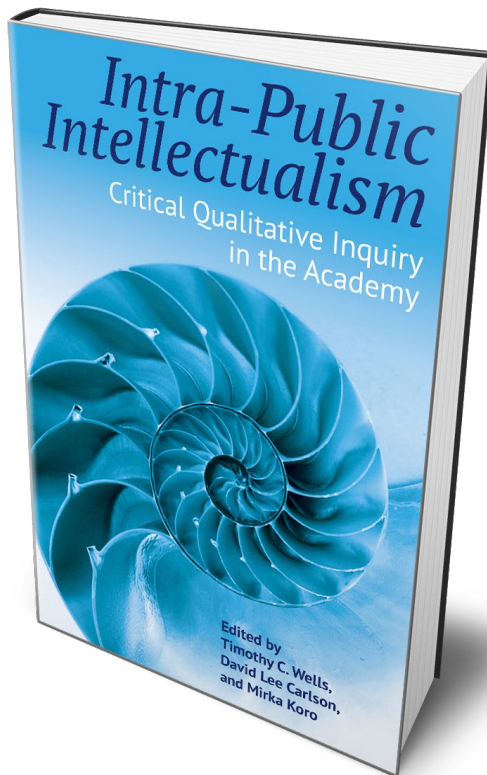
Dr. Jori N. Hall is an Associate Professor at the University of Georgia. She is an interdisciplinary scholar and research methodologist. Her work applies qualitative and mixed methods approaches to inquiry in order to improve programs in various contexts. Her current research focuses on the intersections of educational accountability policies and the organizational capacity of schools. Dr. Hall is also a program evaluator and studies culturally responsive evaluation approaches. She serves as an associate editor for the *American Journal of Evaluation*.

Edited by Timothy C. Wells, David Lee Carlson, and Mirka Koro

Intra-Public Intellectualism Critical Qualitative Inquiry in the Academy

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

In a decidedly anti-intellectual moment, exemplified by such recent phenomena as denials of science, defunding of universities, and distrust of “facts,” *Intra-Public Intellectualism* examines the relationships among qualitative inquiry, truth telling and social activism. With contributions from scholars and activists around the world, the book addresses three key tensions in the field of social inquiry. The first tension concerns the proliferation of digital environments and virtual spaces, exploring how the “public” in public intellectualism might be reconsidered. The second tension concerns the on-going critiques of truth and subjectivity, exploring how these disruptions change the work of the intellectual. The third tension concerns the growing scientific and philosophical rejection of static material worlds, exploring what becomes of social responsibility and justice when agency extends beyond human subjects. *Intra-Public Intellectualism* will be a must read for those interested in the roles of the intellectual in the academy and beyond and those keen on rethinking critical social inquiry for the twenty-first century.



September 2020 / 210 pages / 6" x 9"

Paper / 9781975502485 / \$34.95

Cloth / 9781975502478 / \$129.95

E-book / 9781975502508 / \$34.95

“In this contemporary era of racialized and political reckoning and welcomed civil disobedience globally, the editors and contributors of this book offer unique insights that inspire new and radical ways to engage in intra-public intellectualism. Through contemplative and decolonizing imaginaries, dialogues, and interludes, each chapter disrupts boundaries and expands possibilities for re-envisioning the role of academics and critical qualitative research in theorizing and transforming public social spheres. This edited book is a must read for those seeking a compelling and diverse compilation of perspectives on public intellectualism.”

—Michelle Salazar Pérez, Associate Professor of Early Childhood Education, The University of Texas at Austin

Timothy C. Wells (M.A., Arizona State University) is a doctoral student in the Learning, Literacy, and Technology program at Arizona State University. He has published in *Qualitative Inquiry and Discourse: A Journal of Culture and Education*.

David Lee Carlson (EdD, Teachers College Columbia University) is an associate professor in the Mary Lou Fulton Teachers College at Arizona State University. He writes in the areas of Qualitative Inquiry, Queer Theory, and Curriculum Studies. His most recent articles appear in *Journal of Curriculum and Pedagogy*, *International Journal of Research in Qualitative Inquiry*, and *Qualitative Inquiry*.

Mirka Koro (Ph.D., University of Helsinki) is a Professor of qualitative research at the Arizona State University. She has published in various qualitative and educational journals and she is the author of *Reconceptualizing Qualitative Research: Methodologies without Methodology* (2016) and co-editor of *Disrupting Data in Qualitative Inquiry: Entanglements with the Post-Critical and Post-Anthropocentric* (2017).



April 2020 / 175 pages / 6" x 9"

Paper / 9781975502805 / \$36.95

Cloth / 9781975502799 / \$149.95

E-book / 9781975502829 / \$36.95

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research Performance as Resistance

New Directions in Theorizing Qualitative Research Series

In what ways can performance be mobilized to resist? This is the question that the present volume explores from within the context of qualitative research. From an arts-based approach, authors suggest methods on how artistic practice resists. The volume addresses how critical performance autoethnography might retain its ethical and democratic potential without falling into dogmatism or hegemony. This vision for democracy can even be accomplished through improvised, process-centered pieces that weave together thoughts from several key scholars, all to give us a critical perspective on how performative autoethnography is paradigmatically situated. The performance texts collected here question and resist, showing how the experience of art-making can move us through political and public spaces with liberatory potential, challenging social and ideological hegemonies and to generate social movements. Imaginative arts-based practices allow us access to emotional and embodied phenomena that remain otherwise foreclosed by traditional forms of inquiry. From poetics to public performances, subversive interventions, and more, these chapters bring a radical performative discourse to the fore. In so doing, the chapters work to create a framework for just performance, showing us how we might live performance as resistance.

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

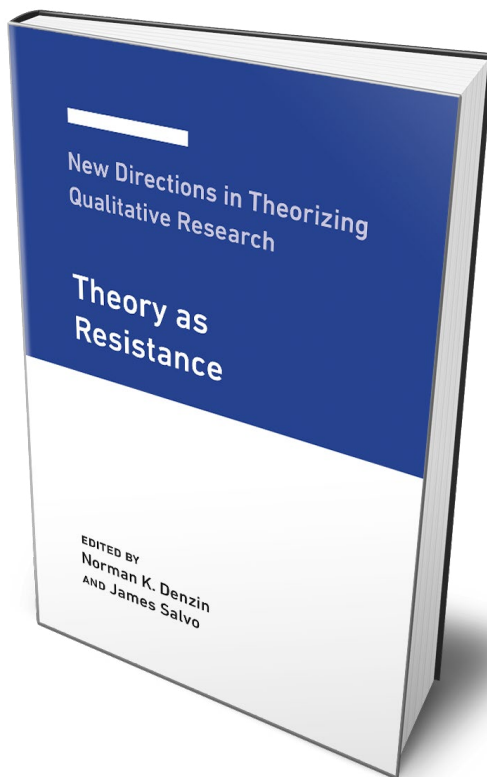
James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research Theory as Resistance

New Directions in Theorizing Qualitative Research Series

What can it mean to resist in these troubled times, and how can we do so through theory? This volume presents novel ideas on how to accomplish this in the context of the field of qualitative research. The authors show us how we might go beyond pre-existing, systematized research methodologies to find our way. They challenge us to go beyond facile modes of thought and slow down any mechanistic practices of research, a slowing that can be surprisingly generative regarding pedagogy and knowledge production. The articles think through theories such as ones theorizing the postcolonial for the purpose of responding to global hegemony regarding institutional experiences of academe. They engage with practices of new materialism and show the multiform ways in which theory can be a companion to us in our journey of research. Further, the articles question hold-overs from humanist and modernist thought so that we might perform an inclusive pedagogy. Rather than falling into the cynical view that the world is too troubled to change, this volume presents a sound vision that we have no option but to engage in theoretical practice, for now, there's no time not to think.



March 2020 / 175 pages / 6" x 9"

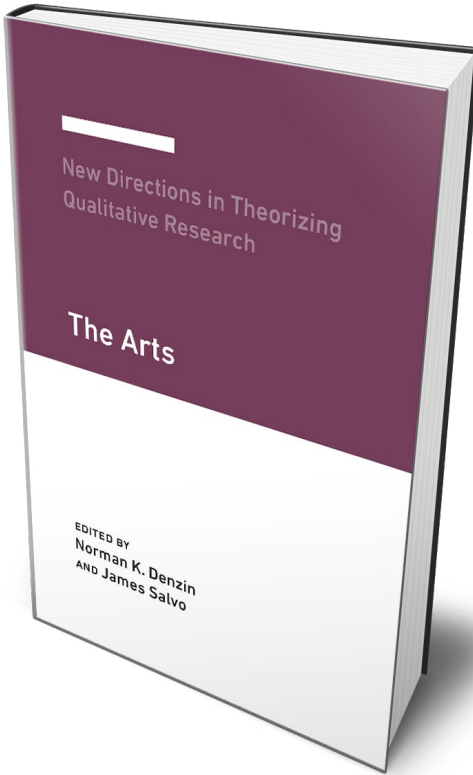
Paper / 9781975502843 / \$36.95

Cloth / 9781975502836 / \$149.95

E-book / 9781975502867 / \$36.95

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.



February 2020 / 200 pages / 6" x 9"

Paper / 9781975501778 / \$42.95

Cloth / 9781975501761 / \$149.95

E-book / 9781975501792 / \$42.95

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research The Arts

New Directions in Theorizing Qualitative Research Series

This volume on arts-based research explores the transformative power of arts for qualitative inquiry and beyond. The chapters address multiple approaches from within arts-based research and suggest that art can be mobilized to reorient the political, especially when we find the political aim straying from its proper target of truth and justice. Artistic representation is never an end in itself, for the goal is to change the way we think about people and their lives. Arts-based research makes the world visible in new and different ways, in ways ordinary scholarly writing does not allow. *The Arts* develops a utopian idea of belonging, illustrating how moments of history, biography, culture, politics and lived experience come together in the aesthetic. Ultimately, the content of the book examines how artistic insights resonate in arts-based research, something that not only gives us criteria for assessing the quality of ethical engagement in arts-based research practice, but also provides a conceptual framework for living more just lives through art.

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research Indigenous Research

New Directions in Theorizing Qualitative Research Series

The chapters in this volume collect together perspectives on Indigenous epistemologies. These Indigenous ways of knowing pay particular attention to the relational aspects of language, culture, and place. They are not identified as specific themes, but as integrated parts of a philosophy, for Indigenous epistemologies think within a relational framework, so that all aspects are best understood from this perspective. Indigenous ways of knowing have resisted colonization and oppression, and as such, Indigenous research perspectives exemplify a commitment to social justice, one that recovers knowledges that have been silenced or subjugated. When such knowledge is shared, we can see how to challenge oppressive regimes. We can see how to seek truth in a relational way that's attendant to being together. *Indigenous Research* takes up issues of social justice in a way that is informed by Indigenous epistemologies, an important practice in contemporary research, particularly qualitative inquiry.



February 2020 / 200 pages / 6" x 9"

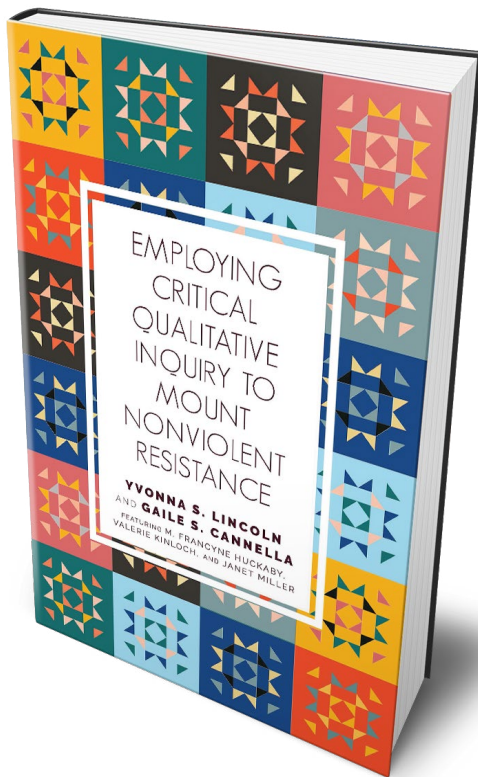
Paper / 9781975501730 / \$42.95

Cloth / 9781975501723 / \$149.95

E-book / 9781975501754 / \$42.95

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.



February 2019 / 138 pages / 6" x 9"

Paper / 9781975500443 / \$42.95

Cloth / 9781975500436 / \$149.95

E-book / 9781975500467 / \$42.95

Yvonna S. Lincoln and Gaile S. Cannella

Contributions by M. Francyne Huckaby,

Janet L. Miller, and Valerie Kinloch

Employing Critical Qualitative Inquiry to Mount Nonviolent Resistance

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

This volume engages researchers with the notion of critical qualitative inquiry (CQI) as a direct practice of resistance. As female educators and researchers who have (through our politically activist sister) been referred to as “Nasty Women” in the US presidential debates, we believe that it is our responsibility to respond through our inquiry to the violent reinscription of intersecting forms of injustice and marginalization. The purposes of this volume are therefore (1) to demonstrate personal actions taken by researchers to deal with thoughts/feelings of despair as well as how to move toward survival, and (2) to explore historical, new, and rethought research and activist methodologies (frameworks) as counter measures broadly and for public education specifically. Examples of CQI as resistance in response to the particular neoliberal patriarchal, whitelash presidential election event are provided by featured authors. Additionally, resources related to activist scholarship are provided. These frameworks, resources, and perspectives are also useful for future research in reaction to neoliberalism, patriarchy, and white supremacy.

Yvonna S. Lincoln (Ed.D. in Higher Education, Indiana University) joined the Educational Administration and Human Resource Development Department at Texas A&M as a Professor in 1991. Her research focuses on neoliberal and corporatization shifts in faculty worklife and university administration, and also in the development of qualitative methods. She has written over 100 peer-reviewed journal articles and chapters, and written, edited or co-edited more than a dozen books. Dr. Lincoln won the Presidential Citation from the American Educational Research Association in 2013.

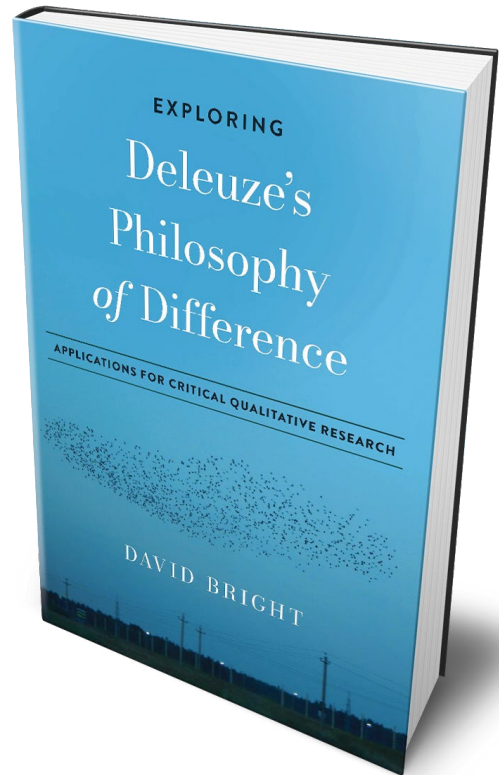
Gaile S. Cannella (Ed.D., University of Georgia) is an independent scholar who has served as a tenured Full Professor at Texas A&M University—College Station and at Arizona State University—Tempe, as well as the Velma Schmidt Endowed Chair of Education at the University of North Texas. Her most recent books are: *Critical Qualitative Research Reader*, with Shirley Steinberg; *Reconceptualizing Early Childhood Care and Education*, with Marianne Bloch and Beth Swadener; *Critical Qualitative Inquiry: Foundations and Futures*, with Michelle Pérez and Penny Pasque; and *Critical Examinations of Quality in Childhood Education and Care*, with Michelle Pérez and I-Fang Lee.

David Bright

Exploring Deleuze's Philosophy of Difference Applications for Critical Qualitative Research

Explorations in Qualitative Inquiry Series

The concept of difference occupies a central place in the philosophy of Gilles Deleuze. In this work, David Bright explores how Deleuze's difference can be put to work in critical qualitative research. The book explores research and writing as a creative process of dynamically pursuing problems. Following Deleuze's advice not to think of problems in terms of solutions, the book offers important methodological insights into the ways the subjects, objects, and processes of research might be conceived and represented in writing, exploring the problem of thinking and writing about difference in complex ways without reducing thought to static representations of identity. Bright uses the example of foreign teachers and international schooling in Vietnam to show us how Deleuze's difference can be used in critical qualitative research, demonstrating the limits of traditional ways of thinking about difference in learning and teaching. *Exploring Deleuze's Philosophy of Difference* is a book that will interest all those with an interest in the application of Deleuze's philosophy to critical qualitative research.



January 2020 / 122 pages / 6" x 9"

Paper / 9781975501358 / \$29.95

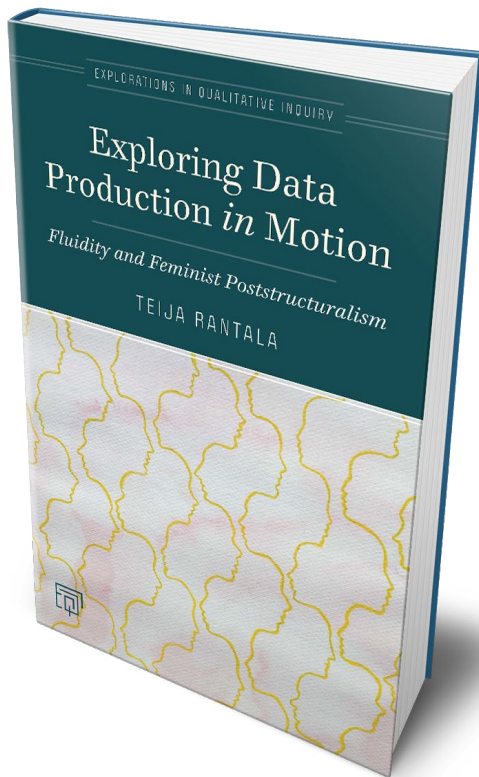
Cloth / 9781975501341 / \$69.95

E-book / 9781975501372 / \$29.95

"This engaging assemblage of differences inspired by Deleuzian thinking enables readers to experience narratives, autoethnography, ethnography, travel writings, philosophy, history, and literature through various shifting relations. Exploring Deleuze's Philosophy of Difference: Applications for Critical Qualitative Research exemplifies poetic, moving, and subtle suturing of the space(s) between thought and action, encounter of self and other, cultural appropriation and insight. This book offers important methodological insights into the ways the subjects, objects, and processes of inquiry might be reconceptualized within the ontologies of difference."

—Mirka Koro, Professor, Mary Lou Fulton Teachers College, Arizona State University

David Bright is a lecturer in education at Monash University. His research focuses on the cultural politics of education, both nationally and internationally, with a specific interest in identity and difference informed by postcolonial and poststructural theory. He has published on international education, educational research, and writing as methodology, as well as other subjects.



October 2019 / 122 pages / 6" x 9"

Paper / 9781975501150 / \$34.95

Cloth / 9781975501143 / \$89.95

E-book / 9781975501174 / \$34.95

Teija Rantala

Exploring Data Production in Motion Fluidity and Feminist Poststructuralism

Explorations in Qualitative Inquiry Series

Exploring Data Production in Motion facilitates the use of feminist critical qualitative methodologies. With open-ended methods and poststructuralist theory and analysis, this book will offer tools to approach and to examine challenging and controversial topics ethically. This book will argue that to examine data of 'individual' experience and aspirations requires examining the process of the data production in which these were 'produced'. Therefore, this book will form an understanding of a data production as a process, which in its fluidity enables us also to form an understanding of difference and change as inevitable parts of social processes. Movement expresses here the dynamic forces in the data production (including its analysis), which produce 'the life' to the lines of the data. It welcomes change and uncertainty by allowing the data production processes, its intensities and fluctuations, to take the lead in the inquiry. This compels the methods to adjust to the requirements of the data production processes. The book demonstrates the use of feminist methodology and illuminates how the feminist critical inquiry is essential in examining issues of minority and difference. In this the focus is in the differences. As a feminist inquiry this book contributes to recognizing differences within while examining minority worldviews and perceiving difference as essential force in striving for sustainable ethics in the times of political polarization.

"The overarching value of this book is the author's presentation of the ways in which the movement and fluidity of the data, 'the life in the lines', is articulated through feminist poststructuralist analysis. The women's writings and expressions are treated with sensitivity, and it is clear that the author was committed to an ethical and collaborative retelling of the women's experiences and aspirations. The blend of images, narratives, and theory provide a twofold contribution: the first is to highlight new and innovative methodologies with which to enact qualitative inquiry. The second is the elucidation of the women's multiple molecular subjectivities, which provide an alternative counterpoint to some of the dominant religious and societal narratives that surround contemporary women. The book is a valuable resource for those interested in both feminist poststructuralist methodology and postqualitative inquiry and analysis."

— Reviewed by Nikki Fairchild, University of Portsmouth, United Kingdom for *Education Review*, Vol 27, 2020

Teija Rantala (Ph.D. in Gender Studies, University of Helsinki) has published her work mostly in feminist educational journals. The publications reflect her feminist, creative but critical approach to methodology and knowledge formation. She has a special interest in examining processes of gender, identity, aspirations and experience by experimenting with feminist poststructuralist and posthuman theory. Currently, she has several publications under way, including a co-authored book chapter on feminist workshop practices and articles on posthuman narratives and on postmethodology.

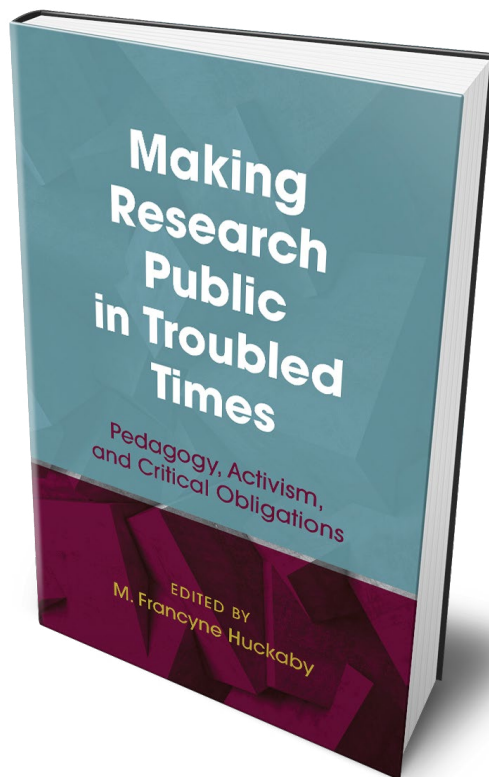
Edited by M. Francyne Huckaby

Making Research Public in Troubled Times

Pedagogy, Activism, and Critical Obligations

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

These are certainly troubled times in which neoliberal capitalist patriarchy and the tyranny of racism and domination are continually reinscribed on the bodies and lives of so many. However, critical researchers understand the necessity for, as well as the difficulty of, using research to facilitate public transformations that lead to increased justice and equity. The authors contributing to *Making Research Public in Troubled Times: Pedagogy, Activism, and Critical Obligations* recognize the importance of diverse pedagogies, activism, and ethical choices regarding an environment that supports critical research in oppressive times. Diverse pedagogies that can facilitate the education of critical public researchers across disciplines are illustrated in the first set of chapters addressing questions like: What is important in teaching critical qualitative inquiry? How do students, materials, histories, and the public influence this teaching? What have we learned over years of attempting to teach critical qualitative research methods? The authors in the second section are activist local scholars sharing their projects and explaining what this work means for critical qualitative inquiry. This work includes methods used to incorporate critical qualitative inquiry into community activism. Finally, chapters in the last section focus on future steps and most important actions for the ways critical qualitative inquiry can be conceptualized to address concerns in these troubled times.



October 2018 / 180 pages / 6" x 9"

Paper / 9781975500283 / \$42.95

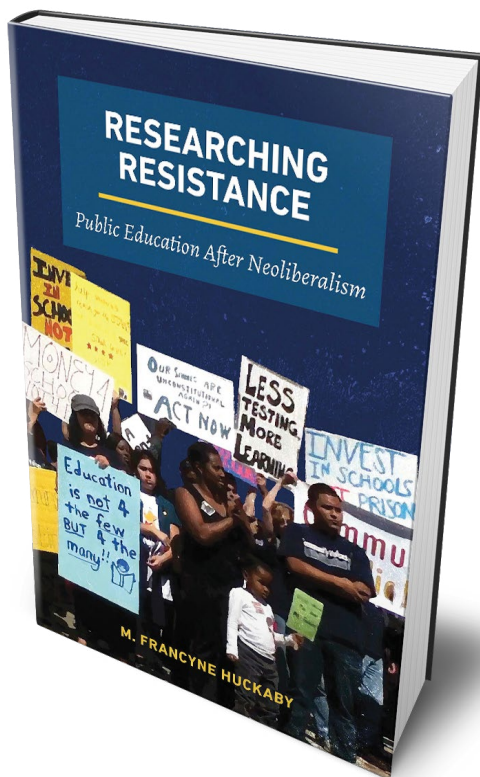
Cloth / 9781975500276 / \$149.95

E-book / 9781975500306 / \$42.95

"Making Research Public in Troubled Times is an inspiration on multiple levels for critical qualitative research and the potential role it should play in transforming ourselves and our society. The voices/bodies represented here crack open new imaginaries for the field as tools, techniques and visions for navigating and contending with neoliberal impositions taking hold of the academy and ourselves. The authors of the volume are remapping the landscape and the undoing borders for the field."

—Cinthya M. Saavedra, The University of Texas Rio Grande Valley

M. Francyne Huckaby is Associate Dean of the School of Interdisciplinary Studies, Professor of Curriculum Studies, former Director of the Center for Public Education, and core faculty of Women and Gender Studies, Africana and African American Studies, and Comparative Race and Ethnic Studies at Texas Christian University. Her honors include the TCU Deans' Teaching Award for the College of Education, TCU Mortar Board Preferred Professor, and Straight for Equality from Fort Worth's PFLAG chapter, as well as Outstanding Dissertation (2007 AERA, Qualitative Research SIG) for Challenging the Hegemony in Education: Specific Parrhesiastic Scholars, Care of the Self, and Relations of Power.



May 2019 / 230 pages / 6" x 9"

Paper / 9781975500139 / \$42.95

Cloth / 9781975500122 / \$149.95

E-book / 9781975500153 / \$42.95

M. Francyne Huckaby

Researching Resistance Public Education after Neoliberalism

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

2020 Outstanding Book Award Honorable Mention from Division B (Curriculum Studies) of the American Educational Research Association

Researching Resistance: Public Education After Neoliberalism serves two vital functions. First, it explores, explicates, and encourages critical qualitative research that engages the arts and born-digital scholarship. Second, it offers options for understanding neoliberalism, revealing its impact on communities, and resisting it as ideology, practice, and law. The book delves into

- strategies for engaging neoliberalism
- the Black feminist cyborg theoretical assumptions and intentions of the ethnographic web-based film project
- the research and arts-based methodology that walks the fault line between film and ethnography, and
- the relationships between the researcher, the activist organizations, and the activism.

While the book will focus on neoliberalism within the realm of public education, the implications extend to many other areas of public life.

This is an excellent text for classes in qualitative research and public policy. It is the companion text to the digital native ethnographic film project entitled *Public Education|Participatory Democracy: After Neoliberalism*.

"Researching Resistance is a narrative of reinvention—both Dr. Huckaby's own and a model for societal reinvention—on multiple levels. It lays out a pathway of possible reinvention for ourselves as an education community and for society as a whole. And, believe me—Dr. Huckaby is unflinching. There is a lot in the book, both in history and in the present and future, that is really painful, and these realities are confronted unflinchingly. It is also grounded, intellectual, innovative, compassionate, joyful, pedagogic, brave, and inspiring. I sense Dr. Huckaby's joy in this work and her joy from participants as well. These are painful, hard things she is writing about. And yet there is joy here."

—Isabel Nuñez, Purdue University Fort Wayne

M. Francyne Huckaby is Associate Dean of the School of Interdisciplinary Studies, Professor of Curriculum Studies, former Director of the Center for Public Education, and core faculty of Women and Gender Studies, Africana and African American Studies, and Comparative Race and Ethnic Studies at Texas Christian University. Her honors include the TCU Deans' Teaching Award for the College of Education, TCU Mortar Board Preferred Professor, and Straight for Equality from Fort Worth's PFLAG chapter, as well as Outstanding Dissertation (2007 AERA, Qualitative Research SIG) for *Challenging the Hegemony in Education: Specific Parrhesiastic Scholars, Care of the Self, and Relations of Power*.

Marybeth Gasman

Candid Advice for New Faculty Members

A Guide to Getting Tenure and Advancing Your Academic Career

"If you want to achieve tenure, you should know a bit more about what it means and why it exists, and its benefits. All too often, even faculty don't understand why tenure is important."

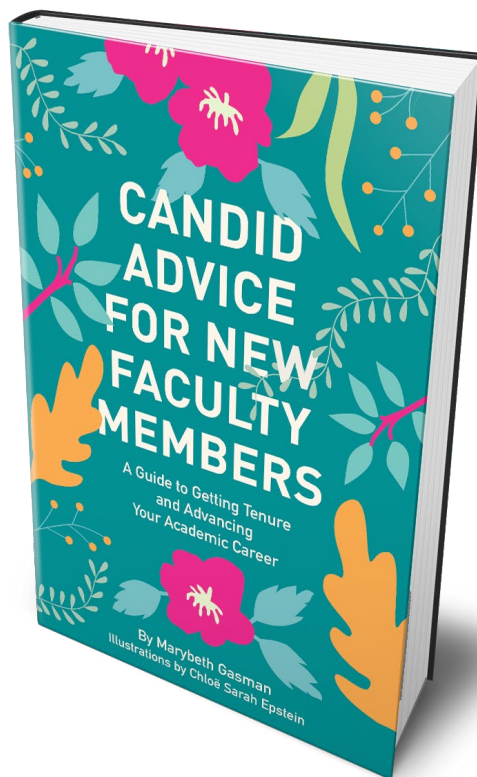
Thus begins the Preface of *Candid Advice for New Faculty Members*, the newest and most comprehensive "how to" guide for graduate students, post-docs, and junior faculty across a variety of academic disciplines. Drawing upon her own extensive experiences and that of many colleagues, Marybeth Gasman provides you with an incredibly valuable tool for attaining tenure and for the things that you should do to advance your academic career. She provides practical (and sometimes humorous) advice about a range of topics, including:

- negotiating job offers
- planning a research agenda
- improving your teaching skills
- managing service
- advising students
- applying for research grants
- achieving life/work balance
- managing academic politics

Candid Advice for New Faculty Members is required reading for every newly-minted faculty member, regardless of academic discipline. The wisdom provided in this volume will prove to be invaluable to your future career.

"Gasman's book is an important resource for new faculty members, especially faculty of color, whether at a private elite institution of higher education or at a comprehensive public institution. This book provides straightforward advice to new faculty members on how to work hard, work smart, dream big, and strive to bring balance into your academic and personal life. New faculty members as well as graduate students should read this book."

—Timothy P. Fong, Professor, Ethnic Studies, California State University, Sacramento



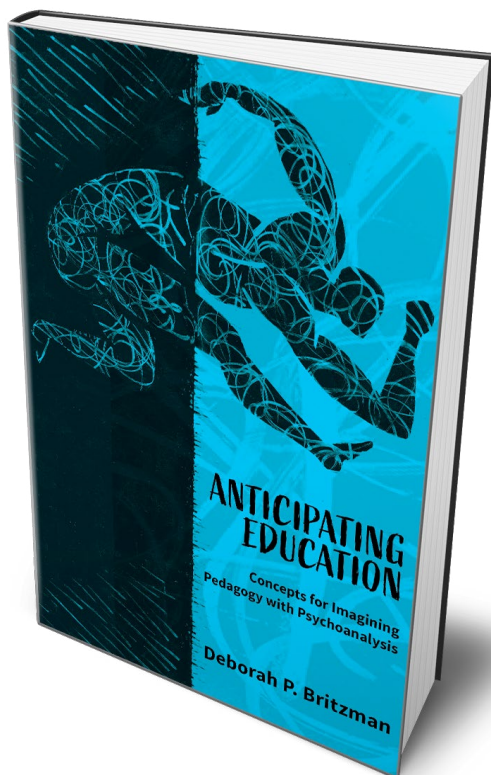
March 2021 / 245 pages / 6" x 9"

Paper / 9781975502218 / \$39.95

Cloth / 9781975502201 / \$149.95

E-book / 9781975502232 / \$39.95

Marybeth Gasman is the Samuel DeWitt Proctor Endowed Chair in Education and a Distinguished Professor at Rutgers University. She serves as the Executive Director of the Samuel DeWitt Proctor Institute for Leadership, Equity & Justice and the Executive Director of the Rutgers Center for Minority Serving Institutions. Her areas of expertise include the history of American higher education, Minority Serving Institutions (with an emphasis on Historically Black Colleges and Universities), racism and diversity, fundraising and philanthropy, and higher education leadership. She is the author or editor of 26 books, and has written over 250 peer-reviewed articles, scholarly essays, and book chapters.



Deborah Britzman

Anticipating Education Concepts for Imagining Pedagogy with Psychoanalysis

Anticipating Education is an interdisciplinary collection of Britzman's previously published and unpublished papers that examines the dilemmas created by anticipating education, provoked when teachers, students, and professors encounter the unknown while trying to know emotional situations affecting their waiting, wanting, and wishing for teaching and learning. Anticipation has a particular flavor in scenes of education and not only since schooling presents again the *mise-en-scène* of childhood; anticipation also signifies the estranged temporality of anxiety, phantasies, and defense that compose and decompose hopes for transforming knowledge, sociality, and subjectivity in group life. This book is composed of Britzman's well regarded and highly cited conceptual contributions to thinking broadly on topics of intersubjectivity and pedagogy at the university and schools; the reception of difficult knowledge as unresolved social conflicts in pedagogical thought; and the significance of psychoanalysis with pedagogy. Four themes address the anxieties of teaching and learning: phantasies of education; difficult knowledge; transforming subjects; and, psychoanalysis with education.

February 2021 / 128 pages / 7" x 10"

Paper / 9781975504311 / \$37.95

Cloth / 9781975504304 / \$119.95

E-book / 9781975504335 / \$37.95

"In these exquisitely crafted essays, Deborah P. Britzman personifies her psychoanalytic state of mind, entering what she calls the crypt of curriculum, asking: "why curriculum at all?" If space limits you to one Britzman book, make it this one."

—William F. Pinar, Tetsuo Aoki Professor in Curriculum Studies, University of British Columbia, Vancouver, Canada

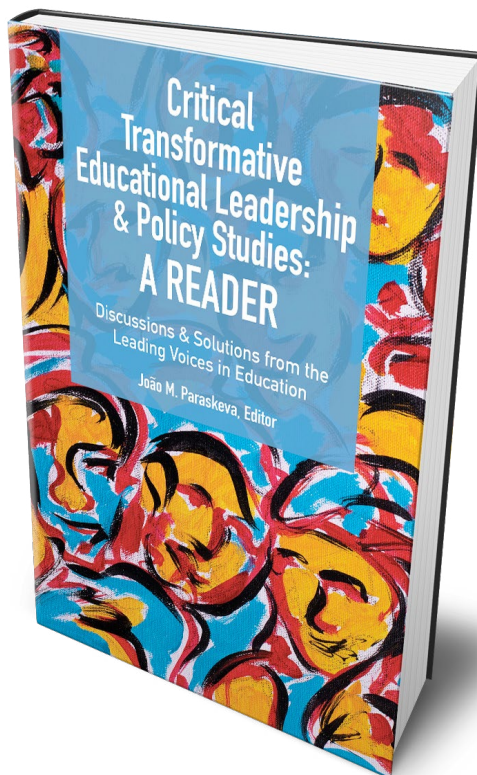
Deborah P. Britzman is Distinguished Research Professor at York University in Toronto, a Fellow of the Royal Society of Canada, and a working psychoanalyst. Known for her work in critical pedagogy and psychoanalysis, Britzman is the author of nine books, the most recent of which include *A Psychoanalyst in the Classroom*; *Freud and Education*; and *Melanie Klein: Early Childhood, Play and the Question of Freedom*.

Edited by João M. Paraskeva

Critical Transformative Educational Leadership and Policy Studies - A Reader Discussions and Solutions from the Leading Voices in Education

Critical Transformative Educational Leadership and Policy Studies is a comprehensive collection of critical contributions from most of the leading voices in the fields of educational leadership and educational policy studies, pushing back against the current neoliberal authoritarian environment. The volume offers alternative ways to perceive and to formulate education leadership and policy from a critical transformative perspective. Individual chapters discuss such topics as social justice in education; poverty, race and public education; counter-hegemonic education movements; the privatization of schools; and school reform and advocacy leadership, among others, all from a critical perspective. It is a crucial and timely volume for educators, school administrators, educational leaders, social activists, and union leaders concerned with the current state of our universities and our education system. *Critical Transformative Educational Leadership and Policy Studies* assembles these leading names in a single volume for the first time:

- João M. Paraskeva
- Noam Chomsky
- Stanley Aronowitz
- Clyde Barrow
- Pauline Lipman
- Kenneth Saltman
- David Berliner
- Cori Salmerón
- Ángela Valenzuela
- Gary Anderson
- David Hursh, Zhe Chen, and Sarah McGinnis
- Richard Quantz
- Antonia Darder
- Vanessa de Oliveira Andreotti
- James Jupp and Miryam Espinosa-Dulanto
- Ines Barbosa Oliveira
- Thomas Popkewitz
- Bernadette Baker
- John Willinsky
- Thomas Pedroni
- Ana Sanches Bello
- Gustavo Fishman
- Sandra R. Sales
- Jurjo Torres Santome
- Lois Weiner
- Fernando Naiditch
- Alvaro Moreira Hypolito



February 2021 / 468 pages / 7" x 10"

Paper / 9781975502881 / \$49.95

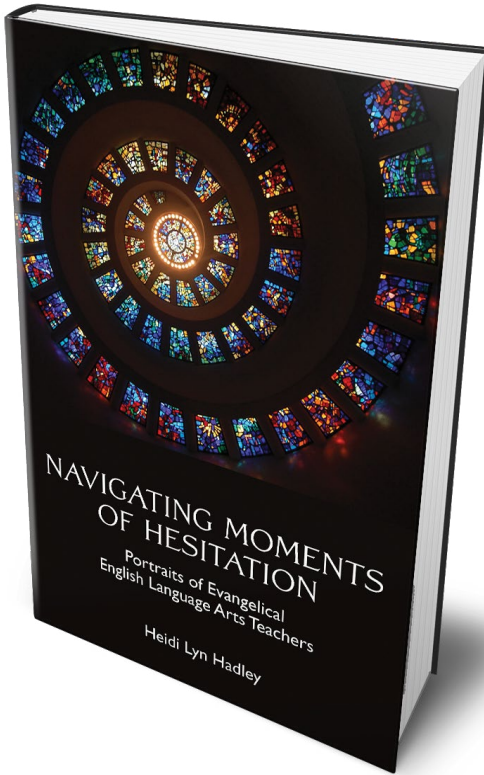
Cloth / 9781975502874 / \$189.95

E-book / 9781975502904 / \$49.95

"... the struggle for democracy has not ceased, thanks to the efforts of João Paraskeva, his colleagues, and his comrades throughout the field of education. Which is why this magisterial collection of essays becomes so urgent. The essays included in this stellar collection can provide the necessary seedbed of ideas and practices for rethinking how to refashion our leadership and policy agendas for the refurbishing of a radical democracy for a post-pandemic era."

—Peter McLaren, Distinguished Professor in Critical Studies, Chapman University

João M. Paraskeva is a Professor and founding Chair of the Department of Educational Leadership and of the Doctoral Program in Educational Leadership and Policy Studies at the University of Massachusetts, Dartmouth. Founder of the journal *Curriculum Sem Fronteiras*, his latest books include *Curriculum Epistemicides*, which won an AERA Book Award; *Towards a Just Curriculum Theory: The Epistemicide*; and *The Generation of the Utopia: Decolonizing Critical Curriculum Theory*.



January 2021 / 175 pages / 6" x 9"

Paper / 9781975503635 / \$34.95

Cloth / 9781975503628 / \$129.95

E-book / 9781975503659 / \$34.95

Heidi Lyn Hadley

Navigating Moments of Hesitation Portraits of Evangelical English Language Arts Teachers

Critical Perspective on Religion and Education Series

Teachers' religious identities shape their classroom practices in varied ways. From the books they select, to the relationships they build with students, to the way they see their role as a teacher, teachers' religious identities shape their sense of what is possible and impossible within classroom settings. *Navigating Moments of Hesitation* examines these complex navigations through portraits of three early-career evangelical Christian teachers as they explore the tension they feel between their teaching identities and their religious identities in the setting of the U.S. public education system.

What these portraits make clear is that the prevailing assumption that religious teachers have wholly separate teaching and religious identities is an impossibility, no matter how devoutly it might be wished for, legislated, and imagined. Who are these teachers? How does their evangelical religious identity influence the way they navigate classroom spaces? How are they making sense of their own experiences as a religious person in a public school classroom?

"Hadley takes readers by the hand and guides them through the ways in which religion can directly and indirectly inform educators' moves in the English Language Arts classroom.

Although Hadley's study focuses on Christian teachers, the implications of her research are far-reaching and support the cultivation of a pluralistic society."

—Denise Dávila, Assistant Professor, Department of Curriculum and Instruction, University of Texas Austin

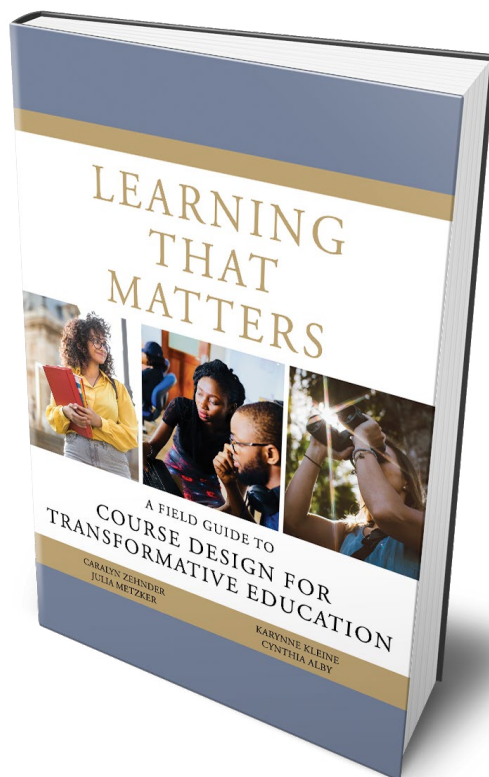
Heidi Lyn Hadley is an assistant professor and the director of the English Education program in the English department at Missouri State University. Her research interests include teacher education and identity, the intersection of religious and educational practice, and community and family literacy.

Caralyn Zehnder, Cynthia Alby,
Karynne Kleine, and Julia Metzker

Learning That Matters

A Field Guide to Course Design for Transformative Education

Our society urgently needs education that motivates, challenges, engages, and affirms all students. No matter their previous successes or failures, every student has enormous learning potential and important contributions to make now and in the future. Such meaningful learning experiences don't just happen, they need to be intentionally designed. This book supports those who will undertake this vitally important work and is a pragmatic resource for designing courses that engage college students as active citizens. This "work" book provides research-informed approaches for creating learning experiences and developing innovative, intellectually-engaging courses. Whether a novice or a veteran, by engaging with the text, collaborating with colleagues, and reflecting on the important work of a teacher, any motivated educator can become a transformative educator. Every college course has the potential to transform students' lives. Through implementation of critical concepts such as connected and authentic assessments; dilemmas, issues, and questions; portable thinking skills and engaging strategies; and a purposeful focus on inclusivity and equity, readers begin the process of change needed for preparing students who will be able to address the monumental challenges facing our society.



December 2020 / 225 pages / 7" x 10"

Paper / 9781975504519 / \$29.95

Cloth / 9781975504502 / \$99.95

E-book / 9781975504533 / \$29.95

"We, who care about our students' learning, may not be able to wait for those in leadership positions to make critically-needed changes to higher education. But educators can start where the learning happens and let necessary changes rise from there. This book can help you walk that path and be that change. You can approach this book by reading it from the beginning to the end, or you can jump to specific sections when those principles apply to the acute challenges you are facing.

You will feel inspired, invigorated, and motivated, and you will feel empowered to make an impact."

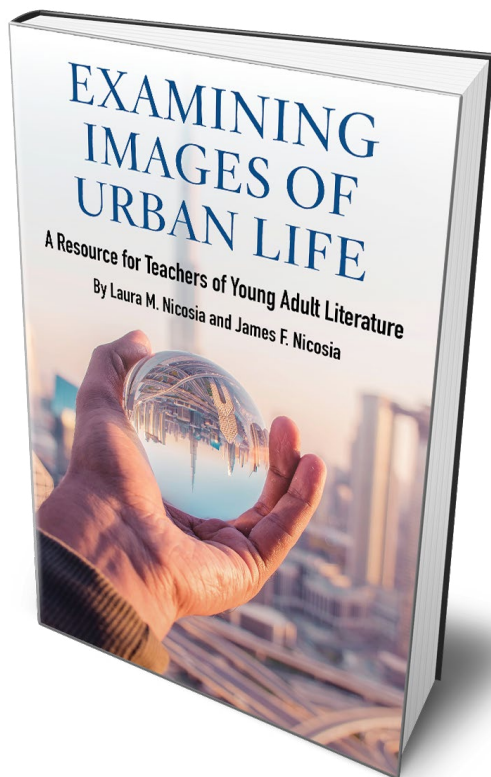
—Melinda Maris, Ph.D., Assistant Dean, Foundation for Advanced Education in the Sciences, National Institutes of Health

Caralyn Zehnder is a lecturer in Biology at the University of Massachusetts Amherst. She earned her B.S. in Biology from Penn State and her Ph.D. in Ecology from the University of Georgia. For 2 years, she was the Professional Development Coordinator at Springfield Technical Community College.

Julia Metzker serves as Director of the Washington Center for Improving Undergraduate Education at The Evergreen State College. She obtained a doctoral degree in inorganic chemistry from the University of Arizona and completed a postdoctoral appointment at the University of York in the United Kingdom.

Karynne Kleine has advanced degrees in Education from the University of Maine (M.Ed. Middle Grades Education; Ed.D. History and Philosophy of Science/Science Education.) As a former dean and current professor of education, Karynne collaborates alongside her colleagues at Georgia College as well as nationally with those in other fields.

Cynthia Alby received a Ph.D. in Language Education from the University of Georgia, an M.A. in Classical Archeology from the University of Cincinnati, and an H.A.B. in Classical Languages and Philosophy from Xavier University. She joined Georgia College in 2001, where she is now a Professor of Teacher Education and works extensively with the Center for Teaching and Learning.



Laura M. Nicosia and James F. Nicosia

Examining Images of Urban Life A Resource for Teachers of Young Adult Literature

There are novels that portray the city as magical places, others as stifling, imposing environments, and others still as a gritty but beautiful, living landscape. Cities can be the center of culture, business, arts, and are the meeting places for diversities of all kinds. *Examining Images of Urban Life* gathers contributions from scholars and young adult authors who consider how living in a city affects character identity and growth, and the ways authors world-build the urban setting. The book discusses what the urban landscape means, most especially to those who live in cities. It dispels the media-driven, anecdotally propagated preconceptions about city living. This book also serves as a resource in urban settings, wherein teachers can select books that mirror and advocate for the very students sitting in their classes. The centerpiece of this collection revolves around a reconsideration of what the city represents to its readers and to its inhabitants. Urban life is varied and rich, just as its literature is.

October 2020 / 175 pages / 6" x 9"

Paper / 9781975502447 / \$35.95

Cloth / 9781975502430 / \$149.95

E-book / 9781975502461 / \$35.95

"This terrific and timely collection gives cities their due—not as dark and "gritty" places but as challenging, rich, exciting environments in which people can grow and thrive. While affirming the urban, the book also cautions against the dismissal of suburban and rural life; the general takeaway is that human communities are complex and should be respected. I love the mix of creative and critical voices. Anyone working with young people and YA literature will find this book moving as well as instructive."

—Dr. Kenneth Kidd, Professor of English, University of Florida

Laura Nicosia (PhD, New York University) is Professor of English at Montclair State University, New Jersey, where she teaches all things American literature, Young Adult/Children's Literatures, Speculative Fiction: Fantasy, Science Fiction, and literary theory. Nicosia is the author of *Educators Online: Preparing Today's Educators for Tomorrow's Digital Literacies*, co-editor of *Through a Distorted Lens: Media as Curricula and Pedagogy in the 21st Century*, co-editor of *Critical Insights: John Steinbeck's The Pearl*, and co-editor of the two-volume set, *Notable American Writers*.

Dr. Jim Nicosia is a writer, scholar and children's literacy advocate. He teaches American literature, Grammars of English and Young Adult Literature at Montclair State University in New Jersey. He is the author of *Reading Mark Strand*, runs the *BoyBookoftheMonth.com* website for reluctant readers and regularly speaks to teachers and young readers about invigorating their reading lives. He is the co-editor of *Critical Insights: John Steinbeck's The Pearl* and the 2-volume set, *Notable American Women Writers*.

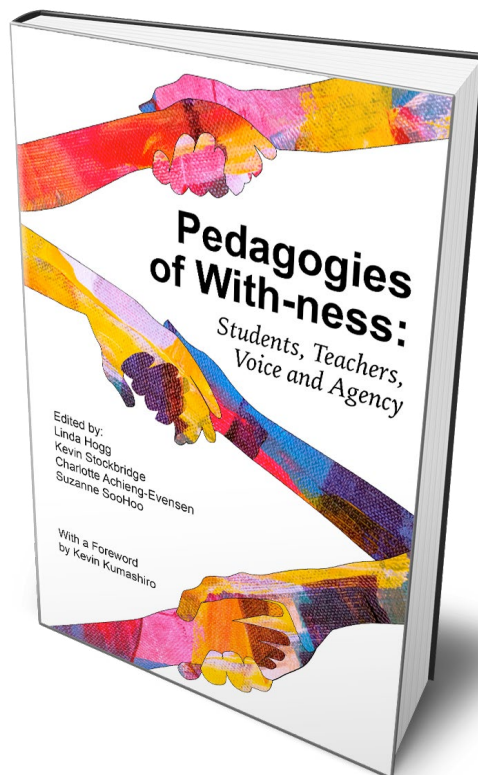
Edited by Linda Hogg, Kevin Stockbridge,
Charlotte Achieng-Evensen, and Suzanne SooHoo
Foreword by Kevin Kumashiro

Pedagogies of With-ness

Students, Teachers, Voice and Agency

Across the globe, students are speaking up, walking out, and marching for social and ecological justice. Despite deficit discourses about students, youth are using their voice and agency to call forth a better world. What is possible when teachers and students engage together in new ways?

Pedagogies of With-ness: Students, Teachers, Voice and Agency offers insight into the transformative possibilities of education when enacted as the art of being with. Driven by student voices and their experiences of marginalization, this text takes a clear ethical stance. It asserts that students are both capable and competent. This book is an exploration of with-ness, a way of knowing, being, and acting. By centralizing the all-too-often suppressed wisdom of youth, teachers and researchers engage in new forms of critique and possibility-making with students. Editors reflect on this central theme, exploring the dimensions of such pedagogies of with-ness. Through this book, teachers are invited to imagine pedagogy under this new framework, actively committed to students, their voice, and mutual engagement.



September 2020 / 220 pages / 6" x 9"

Paper / 9781975503086 / \$39.95

Cloth / 9781975503079 / \$119.95

E-book / 9781975503109 / \$39.95

"This book offers rich description of how we can help young people to learn how to make a difference in their lives and their community. It provides important examples of the conditions and contexts in which young people learn how to develop agency."

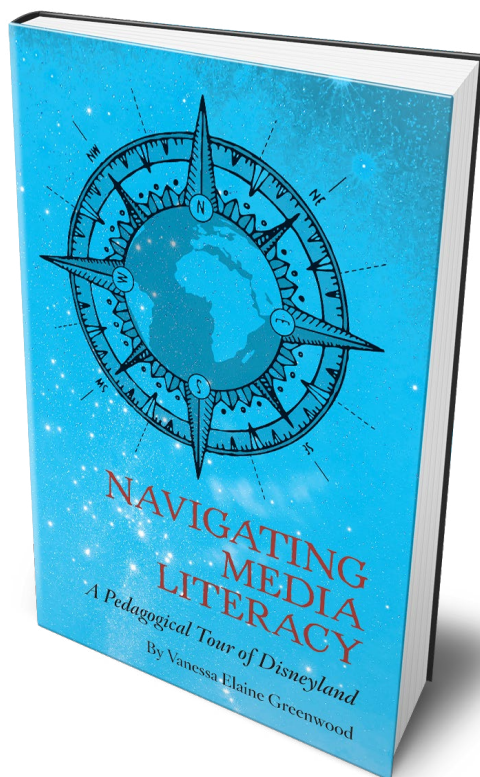
—Dana Mitra, Professor of Education, Penn State University,
Founding editor of the *International Journal of Student Voice*

Linda Hogg is a Senior Lecturer in the School of Education, Victoria University of Wellington, New Zealand. Her research explores how schools use students' strengths and skills to improve their educational experience, and teacher education for social justice aims.

Kevin Stockbridge is a Clinical Assistant Professor of Teacher Education in the Attallah College of Educational Studies, Chapman University, Orange, California. His research focuses on the wisdom of liminality and otherness which illuminates possibilities of community and solidarity in/through education.

Charlotte Achieng-Evensen is a Kenyan-American poet, learner, and academic. Her work intersects Indigenous Philosophies and colonization, culturally responsive methodologies, and professional learning for teachers. She has been a practitioner within the K-12 system for the past 20 years.

Suzanne SooHoo is Professor Emerita, Attallah College of Educational Studies, Chapman University, Orange, California. Her research focuses on critical pedagogy and qualitative research in different contexts: China, New Zealand, and Santa Ana, California.



August 2020 / 214 pages / 6" x 9"

Paper / 9781975502324 / \$38.95

Cloth / 9781975502317 / \$149.95

E-book / 9781975502348 / \$38.95

Vanessa E. Greenwood

Navigating Media Literacy A Pedagogical Tour of Disneyland

Navigating Media Literacy: A Pedagogical Tour of Disneyland is an education playbook applied to the vast mediated universe of Disney. Readers of all ages can critically apply media literacy principles while still conscientiously participating as consumer-citizens, media creators, and agents of change. Media literacy is defined throughout this book as an instructional method rather than a political movement. The book counterbalances the frequently myopic critiques of cultural scholars and the critical exemption granted by those across the world who find Disney to be a source of great pleasure. Integrated theory and practical examples allow readers to investigate for themselves and draw their own conclusions based on real inquisitive, observatory, and creative experiences that constitute media literacy (access, analyze, evaluate, create, reflect and act). Each chapter is ideologically mapped to an actual physical realm of Disneyland (e.g., Main Street, USA; Adventureland; Tomorrowland; Frontierland; Fantasyland). Each site provides a pedagogical playground for experimenting with each media literacy concept (e.g., context, audience, language, ownership, representation). The reader will come away with a deeper pedagogical understanding of how to cultivate media literacy using any context or subject—not just Disney. Each chapter includes discursive excerpts from students, along with assignments, discussion prompts, and classroom exercises, making it a valuable resource as a classroom textbook.

"Navigating Media Literacy is three books in one. Dr. Greenwood offers a coherent argument for media literacy not as a set of skills for evaluating media messages, but as a way of processing all incoming signals through a holistic application of critical thinking. She also gives us the quintessential case history: Disney's omnipresent, omniverous Black Magic Kingdom of cultural and commercial hegemony. And she presents the playback of a brilliant semester of undergraduate journeying into INeverThoughtAboutThatLand. All in the rarest of academic languages: clear English. Imagine!"

—Bob Garfield, co-host of WNYC's *On the Media* and author of *American Manifesto: Saving Democracy from Villains, Vandals, and Ourselves*

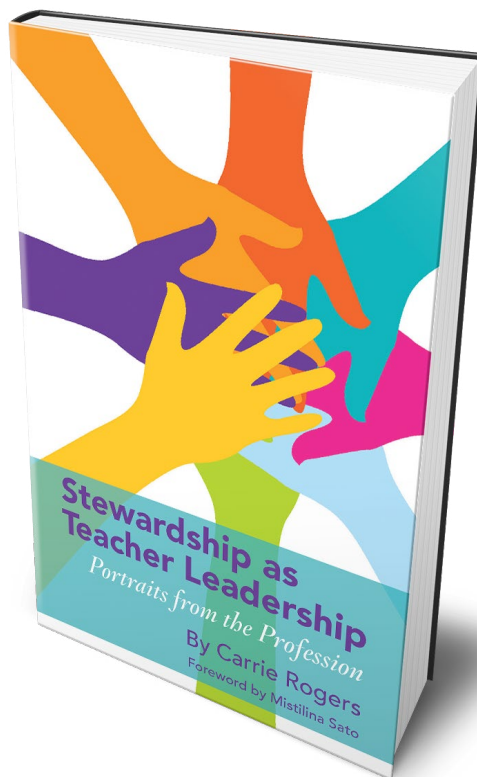
Vanessa Elaine Greenwood (formerly Domine) is a full professor in the School of Communication & Media at Montclair State University. She holds BA and MA degrees in Communication Studies and a PhD in Media Ecology. She is the author of *Rethinking Technology in Schools: A Primer* and *Healthy Teens, Healthy Schools: How Media Literacy Education Can Renew Education in the United States*. Her research intersects the fields of communication, technology, and media literacy education.

Carrie Rogers
Foreword by Mistilina Sato

Stewardship as Teacher Leadership Portraits From the Profession

Critical Studies in Teacher Leadership Series

The term “teacher leadership” is not without its problems, since some interpret it to have both corporate and hierarchical implications. *Stewardship as Teacher Leadership: Portraits from the Profession* discusses the impact of changing that language to stewardship, a term that is more inclusive, more professional, and more morally-based. At a time when the work of teachers is critiqued and denigrated, the concept of stewardship within the profession better supports the efforts of all teachers, but particularly early career teachers. Stewards have the best interests of the profession at the forefront of their actions. Through the “portraits” of a variety of teachers, readers of *Stewardship as Teacher Leadership* will engage with and recognize how teachers are stewards as they make intentional and deliberate choices in their daily work that have lasting impacts on their relationships with colleagues, their school programs, and the profession in a multiplicity of ways that traditional teacher leadership models often miss.



June 2020 / 104 pages / 6" x 9"

Paper / 9781975501549 / \$34.95

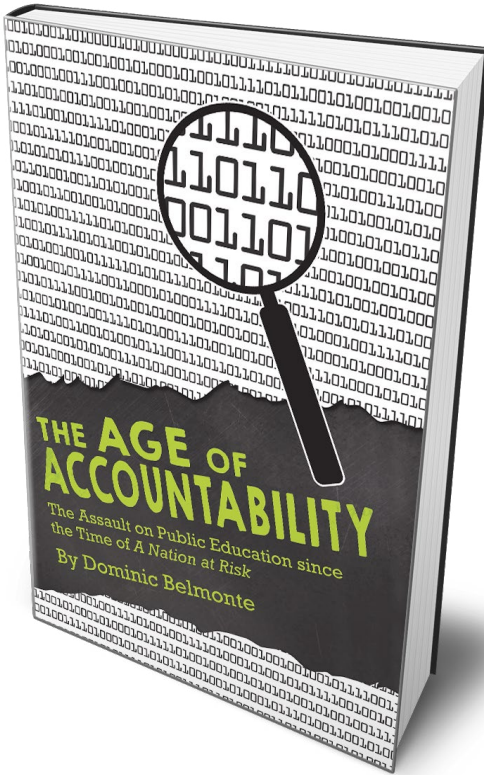
Cloth / 9781975501532 / \$149.95

E-book / 9781975501563 / \$34.95

“Through her argument that teacher leadership is stewardship, Carrie Rogers provides a unique illustration of teaching driven by self-accountability and trust. She broadens our thinking beyond roles and responsibilities toward those core beliefs that motivate teachers to continue their work with and for their students.”

—Dr. Jill Bradley-Levine, Department of Educational Studies, Teachers College, Ball State University

Carrie Rogers is an associate professor at Western Carolina University in the School of Teaching and Learning. She earned her doctorate after being a classroom teacher in Minneapolis for several years. Her research interests are practical leadership and teacher agency. Her areas of expertise are action research and teacher leadership. She has published extensively on the constraints and affordances of the concept of early teacher leadership.



April 2020 / 198 pages / 6" x 9"

Paper / 9781975503673 / \$29.95

Cloth / 9781975503666 / \$89.95

E-book / 9781975503697 / \$29.95

Dominic Belmonte

The Age of Accountability The Assault on Public Education Since the Time of *A Nation at Risk*

It's clear that American public education has been under assault for more than the last 30 years. So much of this current "age of accountability" has focused on blame, both of teachers and those who prepare them. Somehow, unlike in other professions, declarations were made to the effect that anyone could teach better than teachers, including business leaders and people from tony universities without teacher preparation.

The Age of Accountability scrutinizes the attack on teachers through weaponized data. While an effective corporate tool to improve bottom-line goals, its use in education became more sinister and misanthropic. International PISA scores imply the mediocre ability of American students, fueling a belief that American education needed more than an upgrade. The only answer that would placate many was a complete upheaval, a redefinition of a teacher and who should be permitted to become one. We teachers ceded authority to these business and legislative forces. Their subsequent fervor for testing overwhelmed teaching and drove the joy out of schooling for students. It is time for a recounting of what has been done to the profession and to our children. Young teachers need encouragement and veteran teachers need reminding of their valiant and effective efforts.

"For parents, educators, school administrators, and other stakeholders who share a commitment to improving education and to understanding how schools in the United States got to a place where some accountability measures diminish equity and damage the profession of teaching, Belmonte's book will be illuminating. Belmonte offers real-world examples, clear explanations, and thoughtful reflections that bring clarity to current conceptions of accountability."

—Steven L. Turner for *Teachers College Record*, 8/31/20

Dominic Belmonte served the Golden Apple Foundation for Excellence in Teaching as its Director of Teacher Preparation from 1996-2006 and its President and Chief Executive Officer from 2006-2017. He served as Distinguished Professor of Practice at National Louis University, Chicago and taught English at York Community High School in Elmhurst, Illinois. He is the author of *Teaching from the Deep End* (2nd ed.) and *Teaching on Solid Ground*. Dom earned his B.A. and M.A. in English at the University of Illinois at Chicago and was conferred Honorary Doctorates in Humane Letters from St. Xavier University (2011) and from National Louis University (2017).

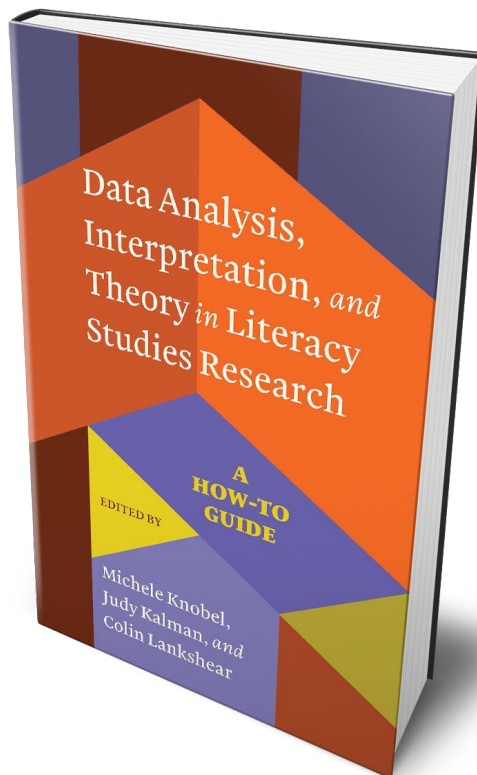
Edited by Michele Knobel, Judy Kalman and Colin Lankshear

Data Analysis, Interpretation, and Theory in Literacy Studies Research A How-To Guide

Novice and early career researchers often have difficulty with understanding how theory, data analysis and interpretation of findings “hang together” in a well-designed and theorized qualitative research investigation and with learning how to draw on such understanding to conduct rigorous data analysis and interpretation of their analytic results.

Data Analysis, Interpretation, and Theory in Literacy Studies Research demonstrates how to design, conduct and analyze a well put together qualitative research project. Using their own successful studies, chapter authors spell out a problem area, research question, and theoretical framing, carefully explaining their choices and decisions. They then show in detail how they analyzed their data, and why they took this approach. Finally, they demonstrate how they interpreted the results of their analysis, to make them meaningful in research terms.

Approaches include interactional sociolinguistics, micro-ethnographic discourse analysis, multimodal analysis, iterative coding, conversation analysis, and multimediated discourse analysis, among others. This book will appeal to beginning researchers and to literacy researchers responsible for teaching qualitative literacy studies research design at undergraduate and graduate levels.



March 2020 / 275 pages / 7" x 10"

Paper / 9781975502133 / \$34.95

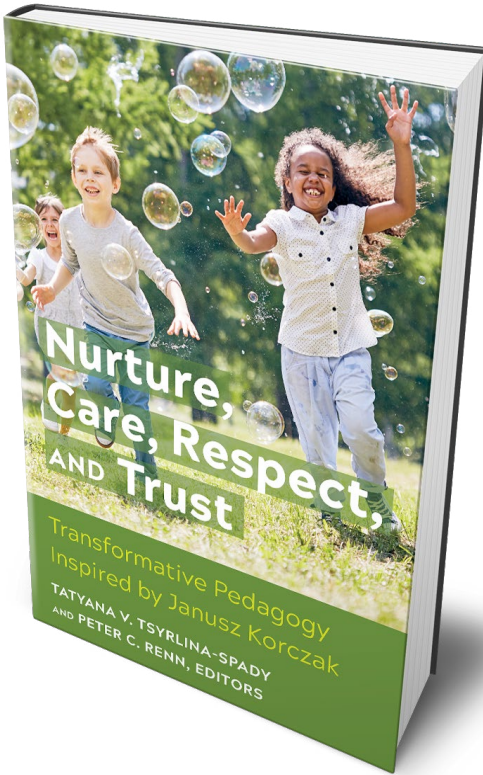
Cloth / 9781975502126 / \$89.95

E-book / 9781975502157 / \$34.95

Michele Knobel is a Professor of Education at Montclair State University (USA). Her work has been translated into Spanish, Catalan, Portuguese, Chinese, Danish and Estonian. Publications include *New Literacies: Everyday Practices and Social Learning* (with Colin Lankshear, 2011) and *New Literacies and Teacher Learning: Professional Development and the Digital Turn* (edited with Judy Kalman, 2016).

Judy Kalman is a professor at the Department of Educational Research within the Center for Research and Advanced Studies of the IPN. She currently directs the Laboratory of Education, Technology and Society, a space for reflection, the exchange of ideas, design and research. Her recent books include *Leer y Escribir en el Mundo Social* [Reading and Writing in the Social World] (2018) and *Literacy and Numeracy in Latin America* (co-edited with Brian Street, 2013).

Colin Lankshear is a freelance educational researcher, writer and teacher with a particular interest in literacies associated with new technologies. He lives in Mexico and is currently adjunct professor at Mount Saint Vincent University (Canada). Publications include *Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation* (2017) and *A New Literacies Reader: Educational Perspectives* (2013; both edited with Michele Knobel).



January 2020 / 375 pages / 6" x 9"

Paper / 9781975501310 / \$42.95

Cloth / 9781975501303 / \$149.95

E-book / 9781975501334 / \$42.95

Edited by Tatyana Tsyrlina-Spady and Peter Renn

Nurture, Care, Respect, and Trust Transformative Pedagogy Inspired by Janusz Korczak

Early Years and Youth Studies Series

Nurture, Care, Respect, and Trust is the first collection of interdisciplinary and logically interconnected papers from nationally and internationally acclaimed researchers in philosophy, psychology, history of education, teacher training, educational leaders and practitioners, child advocates, and educators who have been motivated by the philosophy and pedagogy of Dr. Janusz Korczak (1878–1942), a world-famous moral exemplar and champion of children’s rights. The book provides answers to timely questions of how to respect children’s rights in K-12 schools, community centers, summer camps, and colleges; how to create an atmosphere of trust and safety, and provide social-emotional learning in the classroom; how to become a genuine child advocate; and how to support growing child agency. It also tells the story of Korczak, his life, and the lives of the children in his charge. *Nurture, Care, Respect, and Trust* details how Korczak’s legacy encourages and stimulates new projects and spreads around the world. The volume serves as a rich resource of practical materials for teachers and university instructors, introducing a number of innovative lesson plans, examples of students’ works, and school projects inspired by Korczak’s pedagogy.

“This book has its specific meaning for the study of pedagogy and its sub-disciplines (historical, comparative, general pedagogy, intercultural, interreligious education, social pedagogy), but also for the study of other human sciences such as philosophy, psychology and sociology. The contributions are characterized by new impulses for the worldwide implementation of children’s rights. This book should not only belong in the stock of libraries of educational institutions, it is addressed to all people who are committed to the worldwide implementation and effective compliance of children’s rights.”

—Reinhard Golz and David Whybra for Issue 1–2020 of *International Dialogues on Education: Past and Present*

Tatyana Tsyrlina-Spady, Ph.D., is professor emeritus at Kursk State University (Russia) and Adjunct Professor at Seattle Pacific University. She is also a visiting professor at the University of British Columbia, Vancouver, BC, teaching at the Summer Institute on Child Advocacy in Action: The Legacy of Janusz Korczak. She is the author of over 20 books and edited volumes.

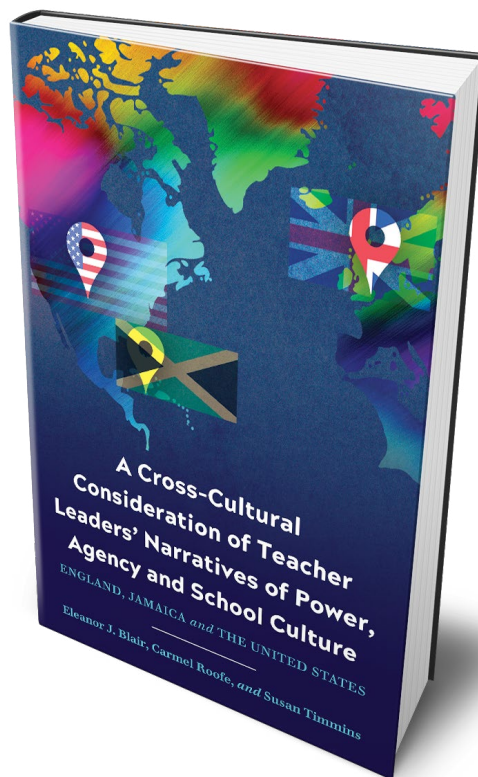
Peter C. Renn, Ed.D., serves as an assistant dean in the School of Education at Seattle Pacific University. An educator for over 25 years, his research interests include the role of critical pedagogy in schools and educational neuroscience.

Eleanor J. Blair, Carmel Roofe, and Susan Timmins

A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture England, Jamaica and the United States

Critical Studies in Teacher Leadership Series

Studies of teacher leadership have proliferated over the past fifty years. Earlier work tended to focus exclusively on the link between teacher leadership and school improvement. Now, however, cross-cultural research on the relationship between teacher leadership and power, agency and school culture has the potential to contribute to a deeper understanding of the teaching profession in diverse geographical and social contexts. *A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture* presents groundbreaking work that expands discussions of teachers' work to highlight the struggles of a profession in three different countries: England, Jamaica and the United States. This research provides examples of teacher leaders' narratives about power, agency and school culture, presenting the voices of teacher leaders across diverse contexts. It identifies the "lessons" that transcend culture and speaks to the importance of understanding how teachers' work (and teacher leadership) functions within complex school cultures. This work has profound implications for teaching, learning and leading in a 21st century global economy.



December 2019 / 208 pages / 6" x 9"

Paper / 9781975501587 / \$42.95

Cloth / 9781975501570 / \$149.95

E-book / 9781975501600 / \$42.95

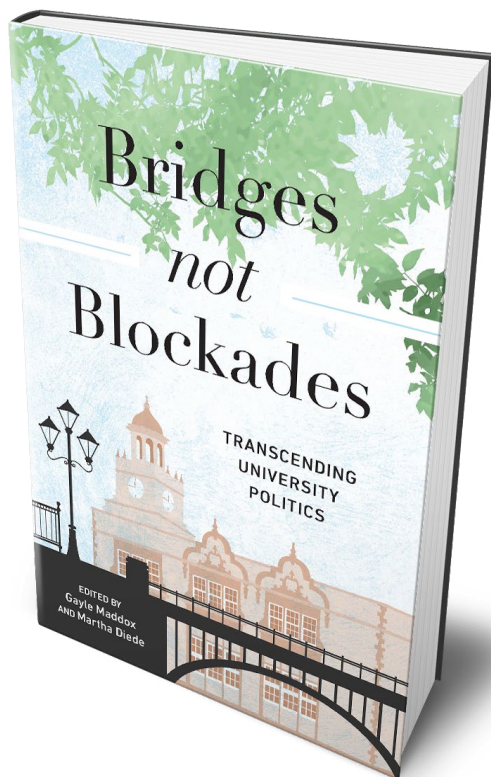
"Blair, Roofe, and Timmins offer a powerful cross-cultural analysis of teacher leadership, school culture, and politics, and an exploration of the associated challenges faced within the US, England, and Jamaica—in part through teacher interviews within these three countries. This is crucial reading also because the teaching/learning process at its essence is represented most significantly in the relationship between the teacher and the student—wherein the rubber meets the road."

—Kofi Lomotey, Bardo Distinguished Professor, Western Carolina University

Eleanor J. Blair (Ph.D., University of Tennessee, Knoxville) is an Associate Professor at Western Carolina University (WCU). She is the editor of five education texts. Her work utilizes qualitative methodologies and critical pedagogical frameworks to explore teaching, learning and leading in cross-cultural contexts as well as the intersection between popular culture and schools.

Carmel Roofe (Ph.D. and Masters of Philosophy, University of the West Indies, Mona) is a teacher educator and a senior lecturer in Curriculum and Instruction in the School of Education at the University of the West Indies, Mona. She is the co-founder of the Caribbean Association for the Advancement of Curriculum Studies and a Research Fellow at the University of Huddersfield. Her research work emphasizes the use of qualitative methodologies to explore issues related to teaching and learning across cultural spaces.

Susan Timmins is a senior lecturer at the University of Huddersfield, which is located in West Yorkshire, England, where she teaches the initial teacher training course. Susan's research interests are far ranging in areas of leadership and management, computer science education and teacher education.



December 2019 / 276 pages / 6" x 9"

Paper / 9781975501198 / \$42.95

Cloth / 9781975501181 / \$149.95

E-book / 9781975501211 / \$42.95

Edited by Gayle Maddox and Martha Kalnin Diede

Bridges *not* Blockades Transcending University Politics

Critical Studies in Teacher Leadership Series

More than 3,400 colleges and universities in the United States serve 20.5 million students. While each campus is unique, most campuses and institutions face common issues, including tenure and promotion; budgeting; competition among disciplines for space and funding; academic bullying; and issues of identity. These are just a few of the topics among the many vital areas of concern at schools across the country. In *Bridges not Blockades*, personal essays related to these cultural and political matters will allow faculty and administrators in higher education to see, hear, and better understand the inner workings of our institutions. Perhaps more importantly, this book demonstrates that faculty and staff at colleges and universities need to embrace our commonalities so that we can meet the challenges of higher education throughout the 21st century. Indeed, some of these essays may suggest ways in which faculty, staff, and administrators have moved from differences to commitment to shared goals to tackle new and existing challenges and opportunities.

"Maddox and Diede advance a compelling argument for bridging the differences in higher education. . . (T)he book is as informative about complex campus issues and politics as it is engaging in its challenge to us to implement collaborative approaches."

—Karen D. Boyd and Tony W. Cawthon for *Teachers College Record*, 1/4/21

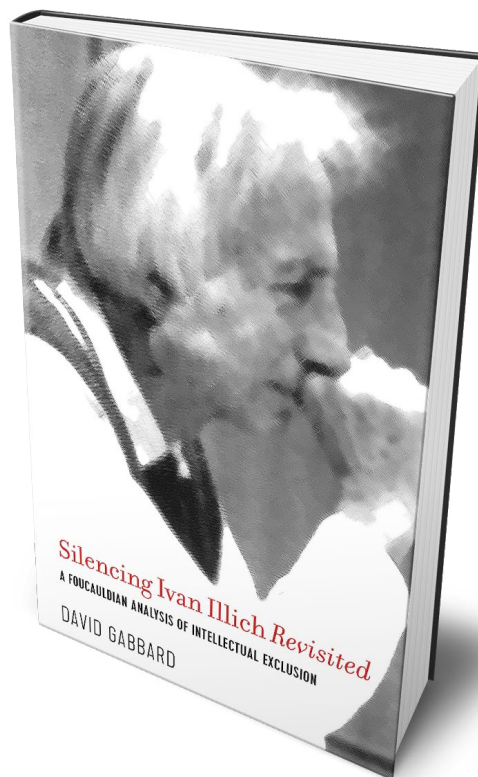
Gayle Maddox (MS, PhD in Health Education, University of Tennessee; MEd in Student Personnel, University of South Carolina) is a tenured faculty member in the School of Teaching and Learning at Western Carolina University. She has authored articles on critical thinking in health, student engagement, and the politics of higher education.

Martha Kalnin Diede (MA, PhD in Shakespeare, Baylor University) directs the Center for Teaching and Learning Excellence at Syracuse University. She has authored chapters on feminist critical theory, the impact of female positionality in higher education, and experiences in overcoming challenges in higher education. She has also published *Spirit of Adoption* (2014) and *Shakespeare's Knowledgeable Body* (2008).

David Gabbard

Silencing Ivan Illich *Revisited* **A Foucauldian Analysis** **of Intellectual Exclusion**

Originally published in 1993, *Silencing Ivan Illich* fell out of print when the original publisher went out of business in 1995. The author, David Gabbard, states that the book was pivotal in the evolution of his understanding of schools. Delving into Foucault's work to forge a methodology, he wanted to understand the discursive (symbolic) forces and relations of power and knowledge responsible for the marginalization of Ivan Illich from educational discourse. In short, Illich was "silenced" for having committed the heretical act of denying the benevolence of state-enforced, compulsory schooling. In *Silencing Ivan Illich Revisited*, Gabbard revisits the text as a means of opening the question of what schools should be. Inspired by Slavoj Žižek's call for a Positive Universal Project, the book provides an alternative vision of what our species ought to be doing in the name of collective learning.



November 2019 / 125 pages / 6" x 9"

Paper / 9781975502287 / \$39.95

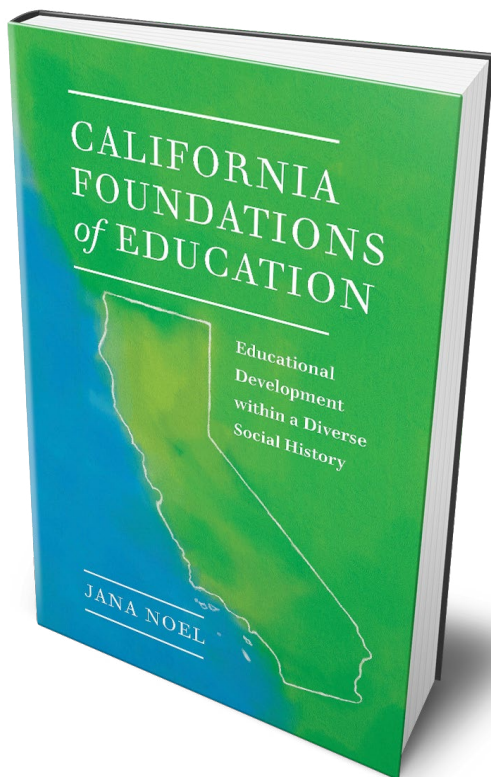
Cloth / 9781975502270 / \$99.95

E-book / 9781975502300 / \$39.95

"David Gabbard's lesson in this timeless book on Ivan Illich is that any conversation about schooling and society, especially now in our era of 'post-truth,' is both an examination of the idea of schooling itself, and, perhaps more importantly, a look into how ideas themselves circulate through systems of power."

—Kristopher Holland, University of Cincinnati

A first-generation college student, **David Gabbard** completed his doctorate in educational foundations at the University of Cincinnati after spending four years in the U.S. Army. After spending more than 25 years critiquing compulsory schools and contemporary school reform measures, Gabbard is currently inspired by Slavoj Žižek's call for a Positive Universal Project, which he views as an alternative vision of what our species ought to be doing—in place of compulsory schooling—with its capacities for collective learning.



Jana Noel

California Foundations of Education Educational Development within a Diverse Social History

California was diverse from the start. Throughout its unique social history, California's K-12 schools developed within a complex set of ideologies, prejudices, and uneven economic development in the state. While traditional foundations of education textbooks rightfully provide a national perspective on the U.S. educational system, this textbook focuses on the foundations of education in California, especially in light of the state's diverse history. Issues of equity and social justice are woven throughout chapters examining topics such as history; political influences; funding; curriculum; assessment and accountability; immigration and language policies; family and community engagement; and the teaching profession—"California style."

October 2019 / 256 pages / 6" x 9"

Paper / 9781975502171 / \$42.95

Cloth / 9781975502164 / \$149.95

E-book / 9781975502195 / \$42.95

California Foundations of Education is an excellent textbook for a variety of classrooms. Instructors will benefit from a set of Guiding Questions to focus the reader on key topics in each chapter; and a section on Reflective and Action-Based Questions, designed to elicit further reflection on the topics in the chapters and to suggest actions that can be taken to tie the information in the chapters to the practice of education in schools and society.

"California Foundations of Education is an outstanding effort to provide a clear, competent, well-organized history of schooling and education in California, with particular attention to the evolution of politics and policies that has shaped and re-shaped formal public education throughout the state's history. Dr. Noel's book would be an invaluable resource in teacher education/credentialing courses, as well as graduate courses in foundations/history/politics of education in California. I could see where this book might be considered an adopted foundational text in schools of education. Required reading."

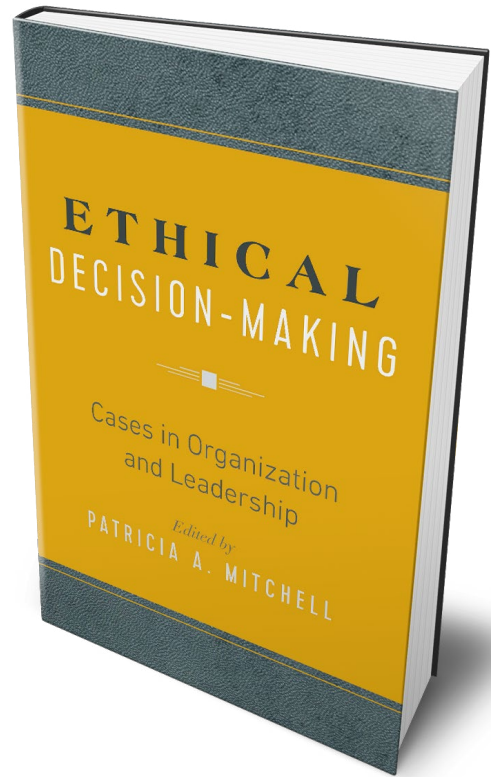
—Thomas G. Nelson, Professor of Curriculum Studies and Teacher Education, University of the Pacific

Jana Noel (PhD in Philosophy of Education, UCLA) is Professor of Education and former Director of Educational and Community Research Partnerships at Sacramento State. Her book, *Moving Teacher Education into Urban Schools and Communities: Prioritizing Community Strengths*, received a 2013 Critics Choice Award from the American Educational Studies Association. She has published numerous articles and several books, and has received both research and service awards. She currently directs two large U.S. Department of Education funded grants preparing diverse students for educational research and preparing Latinx students to become teachers and advocates in their communities.

Edited by Patricia A. Mitchell

Ethical Decision-Making Cases in Organization and Leadership

Ethical Decision-Making provides a unique collection of case studies across a wide range of organizations (higher education, K-12 education, military, state and local government administration, non-profit institutions, and agency management, etc.). These cases examine ethical decision-making and organizational and leadership behavioral concepts that are practiced in these organizations. The cases cover topics facing our workforce today and ask the reader to solve the dilemma. Through a discussion of these cases, students apply decision making and organizational and leadership strategies to analyze each case and therefore, gain a better understanding of how to effectively lead and manage within their organizations. This text challenges students to think critically and analytically. Students are encouraged to reflect on options a practitioner could use to solve the problem. All of the cases end with an open scenario and a set of questions, allowing students to offer a wide range of opinions and participate in reflective and robust discussions.



July 2019 / 208 pages / 6" x 9"

Paper / 9781975500832 / \$42.95

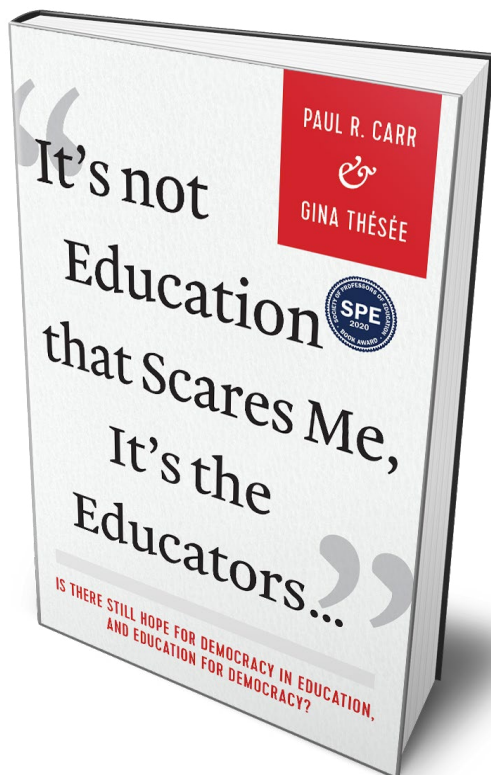
Cloth / 9781975500825 / \$149.95

E-book / 9781975500856 / \$42.95

"By including thoughtful and extremely difficult questions to ponder at the end of a chapter, the book challenges the reader to think more deeply about ethical decision making, the potential consequences of unethical decision making and the ethical dilemmas that may arise. With 43 case studies to read and to reflect upon, the reader will most certainly benefit from this text and may even be able to relate to a few of the case studies on a more personal level as it applies to their respective setting. This book would serve well those professors charged with preparing aspiring education leaders. Finally, this book would be an excellent choice for a leadership book study within a school district."

—Denver J. Fowler for *School Administrator* - Sept. 2020

Dr. Patricia Mitchell is associate professor and the former chair of the Department of Leadership Studies at the University of San Francisco (USF). Dr. Mitchell has over 40 years of professional and teaching experience in postsecondary education. She has written and co-edited 6 textbooks, authored scholarly publications, and facilitated professional presentations. She is the recipient of the USF Ignatian Service Award for 2015 and the Morgan State University Alumni Special Achievement Award for 2017.



February 2019 / 312 pages / 6" x 9"

Paper / 9781975501433 / \$42.95

Cloth / 9781975501426 / \$149.95

E-book / 9781975501457 / \$42.95

Paul R. Carr and Gina Thésée

"It's Not Education that Scares Me, It's the Educators..."

Is there Still Hope for Democracy in Education, and Education for Democracy?

A 2020 SPE Outstanding Book Award Honorable Mention

Many people believe that "education" has a disproportionately negative effect on them and those close to them. With so much wealth, technological prowess, innovation, and economic development, why do we still have marginalization, social inequalities, conflict, mass incarceration and generational poverty? The connection to democracy, Education for Democracy (Efd) and social justice is, for Carr and Thésée, clear, and this volume interweaves a narrative within these themes based on a Freirian theoretical backdrop. This book presents a vision for transformative education and Efd, seeking to cultivate, stimulate and support political and media literacy, critical engagement and a re-conceptualization of what education is, and, importantly, how it can address entrenched, systemic and institutional problems that plague society. Based on over a decade of empirical research in a range of contexts and jurisdictions, the authors strive to link teaching and learning with agency, solidarity, action and transformative change within the conceptual framework of a critically-engaged Efd.

"Democracy and education are commonly used in public discourse. Yet these two grand words are often regrettably misunderstood. Paul and Gina's timely book offers fresh and critical perspectives on democracy and education and what they can become, particularly for those who have been historically oppressed. Educators, policymakers, researchers, and avid readers genuinely interested in knowing or at least imagining what education for all might look like in a democratic society should not miss this amazing empirical work!"

—Pierre W. Orelus, Fairfield University

Paul R. Carr (Ed.D., sociology of education, Ontario Institute for Studies in Education at the University of Toronto) is a Full Professor in the Department of Education at the Université du Québec en Outaouais and the Chairholder of the UNESCO Chair in Democracy, Global Citizenship and Transformative Education (DCMÉT). He is the co-editor of seventeen books as well as the author of *Does Your Vote Count?: Democracy and Critical Pedagogy* (2011), and before entering academia was a Senior Policy Advisor in the Ontario Ministry of Education.

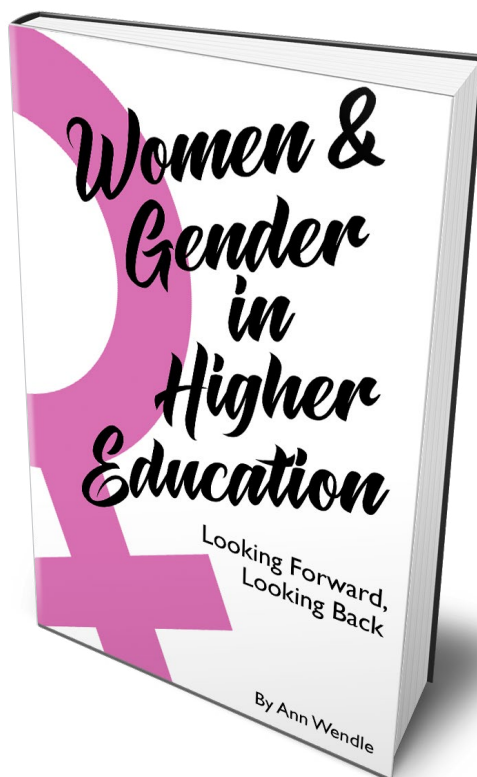
Gina Thésée (Ph.D., Université du Québec à Montréal) is Full Professor in the Department of Teacher Education, Faculty of Education, Université du Québec à Montréal (UQAM), and is Co-Chair of the UNESCO Chair in Democracy, Global Citizenship and Transformative Education (DCMÉT). In 2006, she was a Laureate for the Montreal Black History Month, which honored her for her work in the Black community. Before entering academia, she was a secondary science teacher for fourteen years in multicultural schools in Montreal.

Ann Wendle

Women and Gender in Higher Education Looking Forward, Looking Back

Culture and Society in Higher Education Series

Since the founding of the nation, higher education has helped female faculty and students assert themselves in establishing equality between men and women across the country (Morris, 1984). During the nineteenth century, women had limited access to many sectors of American society because of their inferior status to men. Such differences were visible in both political and academic arenas. This discrimination reflected general societal norms of the time, relegating women to the roles of mothers and homemakers. *Women and Gender in Higher Education* provides a comprehensive review of the varying concepts that address the development of women in higher education, including how women understand the world around them—making meaning for themselves and their environment—and acknowledging the intersectionality of their identity. It also breaks new ground in the conversation about the roles of women and gender in higher education.



January 2021 / 110 pages / 7" x 10"

Paper / 9781975502966 / \$47.95

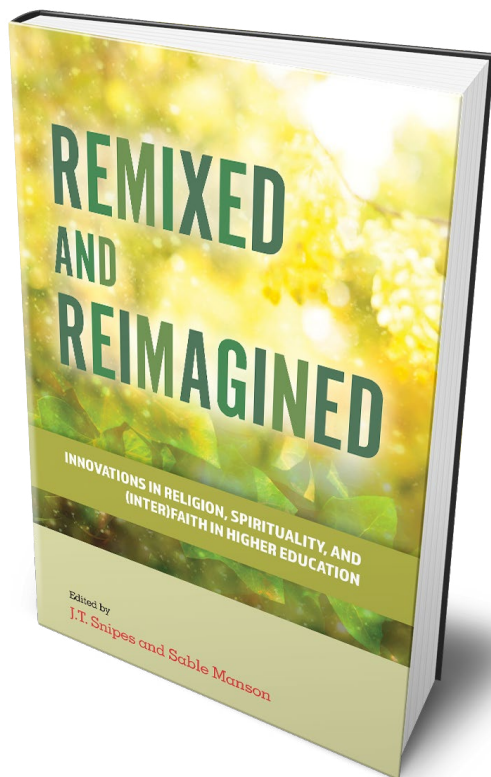
Cloth / 9781975502959 / \$149.95

E-book / 9781975502980 / \$47.95

"Dr. Wendle shares her expert, observational perspective on the issues women in higher education face. This book extensively covers the academic culture from a historical context through academic milestones, and provides a roadmap for promoting gender equity and success for a better tomorrow. The invaluable research on the topic of women in higher education has contributed to a quintessential resource for surviving the world of academia."

—Mary J.C. Hendrix, Ph.D., President, Shepherd University

Ann Wendle (Ph.D. in Higher Education, Old Dominion University) is a graduate faculty program coordinator for College Student Development and Administration at Shepherd University. Her research interests are focused on equity; gender; marginality; identity; interpersonal violence; alcohol and other drugs; cultural competency; crisis response to mental health; first year student transitions and social conflict skills; student residential experiences; and how identity relates to oppression and exclusion in leadership and community in higher education.



April 2020 / 312 pages / 7" x 10"

Paper / 9781975500795 / \$55.95

Cloth / 9781975500788 / \$179.95

E-book / 9781975500818 / \$55.95

Edited by J.T. Snipes and Sable Manson

Remixed and Reimagined Innovations in Religion, Spirituality, and (Inter)Faith in Higher Education

Culture and Society in Higher Education Series

Remixed and Reimagined: Innovations in Religion, Spirituality, and (Inter)faith in Higher Education is a new edited book that invites readers to rethink and re-examine the traditional paradigms in which religion, spirituality, and interfaith (RSI) have been studied within higher education and student affairs settings. This volume introduces new theoretical frameworks that enrich and enliven the study of RSI, making it more dynamic, inclusive, and, most importantly, innovative. It is framed by a commitment to social justice and intersectionality, while centering the narratives of the religiously marginalized. The text is divided into two units. The first unit explores new and emergent frameworks for analyzing and interpreting RSI in higher education and student affairs. The second unit puts various theoretical frameworks into practice, while highlighting the often-marginalized voices of the religiously minoritized. The book concludes with a call for researchers to begin exploring the new proposed horizons within the study of RSI in higher education and student affairs. This text is perfect for graduate level seminars in higher education and student affairs programs. It is also an invaluable resource for researchers and scholars.

J.T. Snipes is Assistant Professor of Educational Leadership at Southern Illinois University at Edwardsville. Prior to his faculty appointment he worked for over 12 years in higher education administration. Most recently he worked for Interfaith Youth Core (IFYC) the largest interfaith organization in America. Currently, his research interest focuses on religion and spirituality in higher education, African American collegiate students, and critical race theory in education.

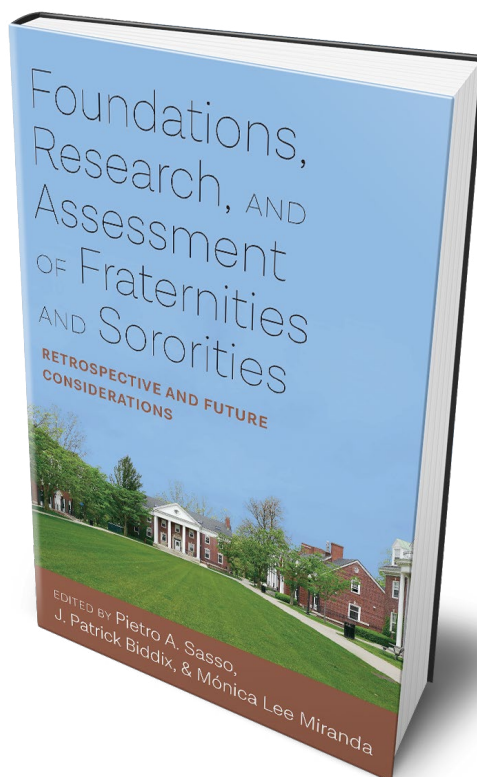
Sable Manson, Ph.D., is the Assistant Director for Student Leadership and Development at the University of Southern California's Joint Educational Project (JEP). Sable has been identified as one of the Future50 Faith leaders in Los Angeles by USC's Center for Religion and Civic Culture and the Interreligious Council of Southern California (IRC), and serves as Interfaith Minister-in-Residence for the Episcopal Diocese of Los Angeles.

Edited by Pietro A. Sasso, J. Patrick Biddix,
and Mónica Lee Miranda

Foundations, Research, and Assessment of Fraternities and Sororities Retrospective and Future Considerations

Culture and Society in Higher Education Series

Foundations, Research, and Assessment of Fraternities and Sororities is inspired by continuing conversations about the enduring challenges facing fraternities and sororities on campuses across the country. The co-editors curate contributions from scholars and noteworthy practitioners from across higher education to examine a variety of issues relating to the past and future construct of these institutions. The text begins with a historical section that provides a perspective on the origins of fraternities and sororities. Other sections look at such critical areas as values, legal issues, and research. Values are described regarding the values congruence movement and acknowledging emerging areas of the individual fraternity and sorority experience. Legal issues include freedom of speech, hazing law, and risk management. Additional profiles of large, national benchmark surveys are included, and the book concludes with a final overview of the state of fraternity/sorority scholarship. This volume will appeal to a broad readership made up of faculty, administrations and alumni/ae.



December 2019 / 236 pages / 7" x 10"

Paper / 9781975502645 / \$45.95

Cloth / 9781975502638 / \$179.95

E-book / 9781975502669 / \$45.95

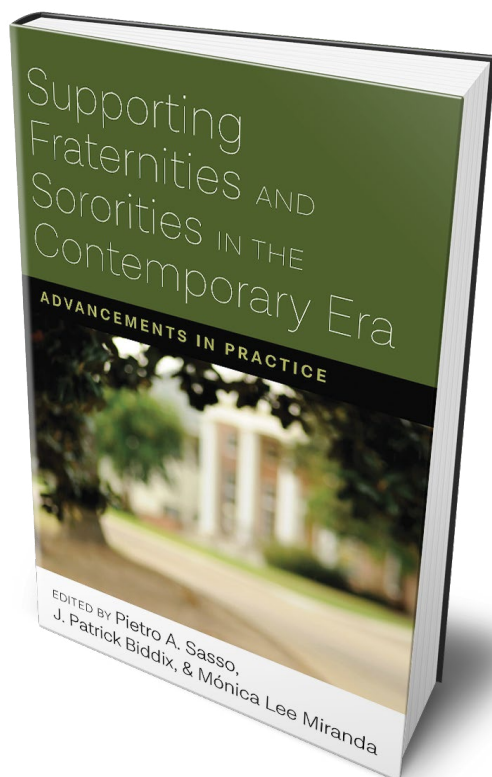
"This text is a much needed read for leaders in higher education. It blends organizational history and culture with discussions of some of the critical issues facing campuses today. As higher education professionals seek to build leaders and programs that align with institutional values, this text provides thoughtful study and practical assessment of the fraternity and sorority experience."

—Kathryn Cavins-Tull, Texas Christian University Vice Chancellor for Student Affairs

Pietro Sasso has over 10 years of professional and teaching experience in postsecondary education. As an administrator, his experience is exceptionally diverse, spanning several educational administrative functional areas. As a scholar, he has written and co-edited 7 texts, authored over 35 scholarly publications, and facilitated over 30 national and regional presentations.

J. Patrick Biddix is professor of Higher Education and Associate Director of the Postsecondary Education Research Center (PERC) at the University of Tennessee. He is the author of *Research Methods and Applications for Student Affairs*, co-authored the 2nd edition textbook of *Assessment in Student Affairs*, and co-authored *The Influence of Fraternity and Sorority Involvement: A Critical Analysis of Research* (1996-2013).

Mónica Lee Miranda serves as the Director of the Center for Student Involvement at the University of South Florida. She is also an independent educational consultant and speaker who facilitates a number of leadership development programs and interactive workshops as an independent contractor for various speaking and consulting agencies.



December 2019 / 286 pages / 7" x 10"

Paper / 9781975502683 / \$45.95

Cloth / 9781975502676 / \$179.95

E-book / 9781975502706 / \$45.95

Edited by Pietro A. Sasso, J. Patrick Biddix,
and Mónica Lee Miranda

Supporting Fraternities and Sororities in the Contemporary Era Advancements in Practice

Culture and Society in Higher Education Series

Supporting Fraternities and Sororities in the Contemporary Era is inspired by sustained and reoccurring professional conversations and scholarship that have suggested that not just change is necessary, but that there ought to be a fundamental shift towards reconceptualizing the construct of fraternities and sororities. The co-editors curate work from scholars and noteworthy practitioners from across higher education to provide an imperative text that reflects the complexity and expansiveness by addressing diversity, programming, and support approaches. This text commences with the understanding that issues will continuously exist, requiring a greater nuanced depth of appreciation to reduce their negative impact. It also summarizes national organizations from authentic, represented voices. Chapters then focus on solutions to support the fraternity and sorority experience, providing strategies and emerging explanations for the issues described in this text. *Supporting Fraternities and Sororities* seeks to do exactly as the title implies: to inform all stakeholders so that they can make better decisions about the future of these institutions.

"An impressive work of collective scholarship, [it] is an ideal curriculum textbook..."

—Midwest Book Review, Feb. 2020, Vol. 15, No. 2

Pietro Sasso has over 10 years of professional and teaching experience in postsecondary education. As an administrator, his experience is exceptionally diverse, spanning several educational administrative functional areas. As a scholar, he has written and co-edited 7 texts, authored over 35 scholarly publications, and facilitated over 30 national and regional presentations.

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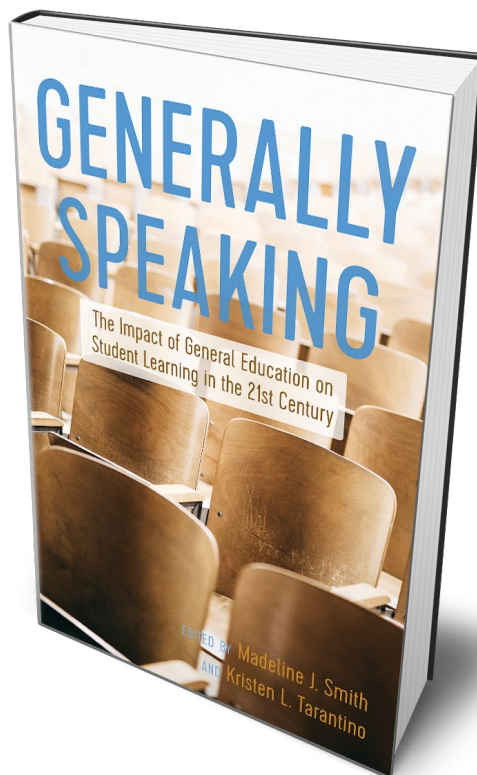
Edited by Madeline J. Smith and Kristen L. Tarantino

Generally Speaking

The Impact of General Education on Student Learning in the 21st Century

Culture and Society in Higher Education Series

Generally Speaking: The Impact of General Education on Student Learning in the 21st Century provides the field of higher education with an extensive overview of how changes made to general education in the 21st century have impacted student learning across institutional types. Smith and Tarantino first survey the history of general education in the United States, as well as how it has evolved since its inception. They then discuss how the recommendations of stakeholder groups, such as the University of California system's Commission on General Education in the 21st Century, have shaped general education in recent decades. Subsequent chapters detail best practices and findings in the assessment of student learning as it relates to the general education curriculum, and the larger impact of general education on culture and society as students navigate life beyond the undergraduate experience. The book offers recommendations to faculty, administrators, and other institutional stakeholders regarding the development of a general education curriculum that maximizes student learning. Finally, *Generally Speaking* provides insight into how various institutions are innovating through the general education curriculum, as well as a discussion on the keys to maintaining the relevancy of this curriculum throughout the 21st century and beyond.



July 2019 / 159 pages / 7" x 10"

Paper / 9781975501235 / \$55.95

Cloth / 9781975501228 / \$149.95

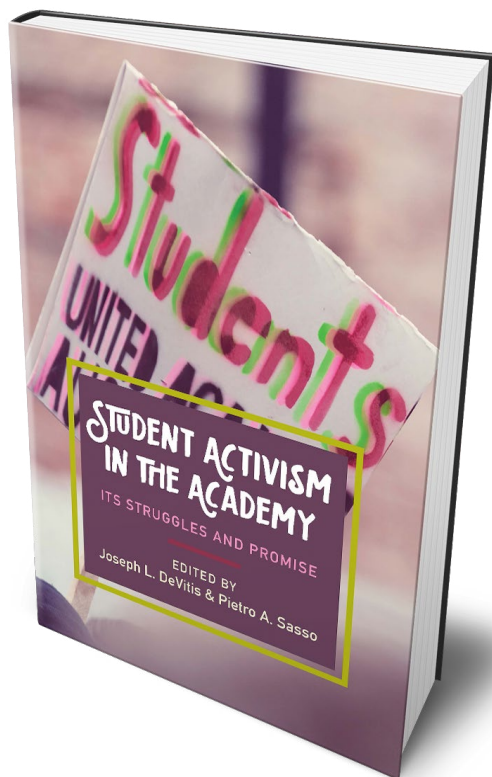
E-book / 9781975501259 / \$55.95

"Generally Speaking. . . is a valuable resource for those who seek to understand the contemporary landscape of general education initiatives across academia in our country. Those in university life who are experiencing challenges with developing a robust and workable general education curriculum can find some solace and possible answers through some of these case studies. It is for this specific purpose that Generally Speaking should be carefully consulted by those who seek to improve the general education curriculum at the university level."

—*Teachers College Record* review by James Schul, March 2020, ID 23253

Madeline J. Smith (Ph.D. in Educational Policy, Planning, and Leadership, College of William and Mary) currently holds a position in the academic affairs division of the Johns Hopkins University School of Advanced International Studies, where she is responsible for the oversight of assessment and research. She has been published in the *Journal of College Student Development* and was a contributing author to *The Dynamic Student Development Meta-Theory: A New Model for Student Success*.

Kristen L. Tarantino (Ph.D. in Educational Policy, Planning, and Leadership, College of William and Mary) is an independent writer and researcher in the field of higher education. Her research interests center on the factors that influence student learning and how to appropriately measure learning gains. She has taught at the College of William and Mary and Old Dominion University, specializing in assessment for college student learning.



Edited by Joseph L. DeVitis and Pietro A. Sasso

Student Activism in the Academy Its Struggles and Promise

Culture and Society in Higher Education Series

Student Activism in the Academy: Its Struggles and Promise is a wide-ranging, provocative survey of student activism in America's colleges and universities that critically analyzes the contentious problems and progress of a movement that has stirred public reaction in and out of academe. Its fundamental purpose is to engage diverse publics in both reasoned and passionate reflection and soul searching on vital issues that surround campus protest, including:

- strategies for student activism
- the role of social media and technology
- legal questions on campus speech
- the dilemmas of political correctness
- generational differences among student activists
- and various forms of student protest related to race, class, gender, and disabilities.

Administrators, faculty, students, and student life personnel in higher education—indeed, all those interested in today's colleges and universities—will want to participate in the timely and productive dialogue within these pages.

February 2019 / 300 pages / 7" x 10"

Paper / 9781975500368 / \$55.95

Cloth / 9781975500351 / \$179.95

E-book / 9781975500382 / \$55.95

"This insightful volume illustrates the sweep of campus activism, spanning the complex issues of race, gender, identity politics, political correctness, and the ubiquity of social media as their main theater. In a political age in search of a compelling narrative for an inclusive democratic ideal, this provocative book captures the diverse voices of student activism."

—Richard Guarasci, President of Wagner College and
Chair of the National Board of Directors of The Association of American Colleges and Universities

Joseph L. DeVitis, a prolific scholar and public intellectual, is a retired professor of social foundations of education and higher education who has had a 43-year career in academe. He is a past president of three professional organizations, the recipient of the Distinguished Alumni Award from the University of Illinois at Urbana-Champaign, and an award-winning author.

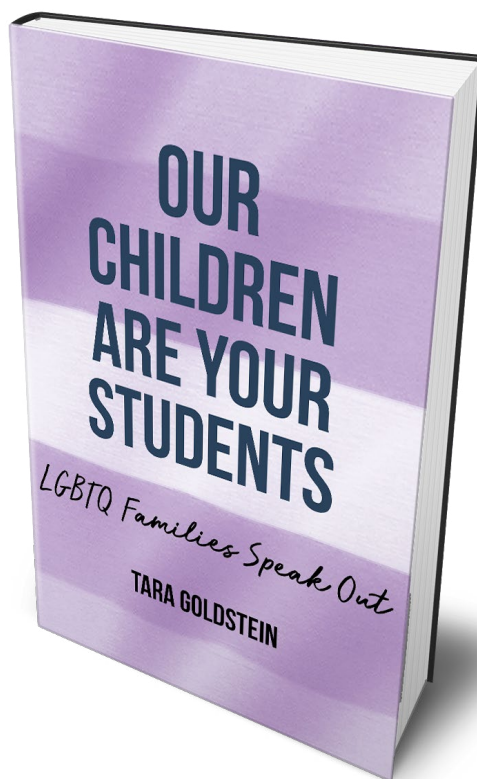
Pietro A. Sasso is Assistant Professor and Program Director of College Student Personnel Administration at Southern Illinois University Edwardsville. He has published over 30 scholarly articles and book chapters and the editor of several books. His research interests include identity construction of traditional undergraduates, alcohol misuse in higher education, the impact of the college fraternity experience, and masculinity in higher education.

Tara Goldstein

Our Children Are Your Students LGBTQ Families Speak Out

Queer Singularities: LGBTQ Histories, Cultures, and Identities in Education Series

Many schools have failed to create a nurturing educational environment for LGBTQ students. *Our Children are Your Students* features a discussion about the various tactics that LGBTQ families use to work with schools that don't anticipate the arrival of their families and children. The book features a verbatim theatre script called *Out at School*, which is based on interviews conducted with 37 LGBTQ families about their experiences in school. The families live in four different cities in the province of Ontario as well as in the suburbs and rural communities surrounding them. Written by Tara Goldstein, Jenny Salisbury, and Pam Baer, the play contains 22 scenes of verbatim monologues and dialogues. A set of images created by visual artist benjamin lee hicks accompanies each scene. The play also contains three original songs composed by musician Kate Reid, who draws on a number of the themes embedded in the scenes. Links to performances of the songs and to the artwork can be seen on the LGBTQ Families Speak Out project website: www.lgbtqfamiliespeakout.ca. This is an important book for teachers and pre-service teachers who are interested in creating inclusive classroom environments for all students.



January 2021 / 194 pages / 6" x 9"

Paper / 9781975504038 / \$32.95

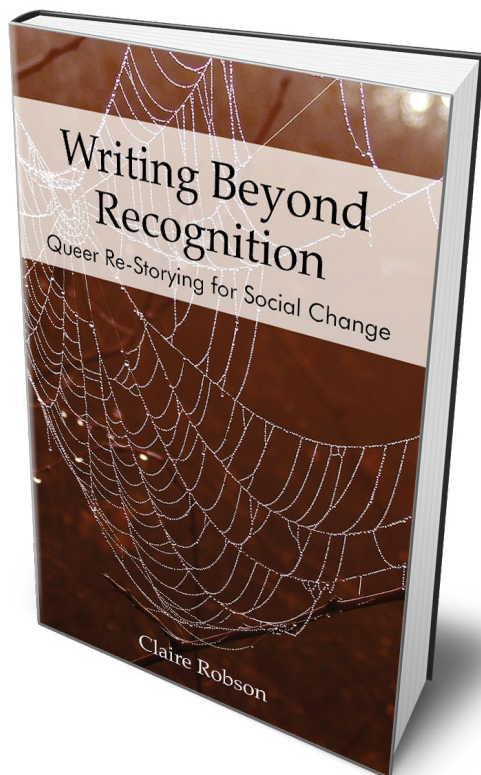
Cloth / 9781975504021 / \$89.95

E-book / 9781975504052 / \$32.95

"Our Children Are Your Students is part teaching, part research, part art, and 100% devoted to improving the quality of the lives of LGBTQ students and their families. If LGBTQ families want to feel less alone, they can find their loving stories within the pages."

—Karleen Pendleton Jiménez, Professor, School of Education, Gender and Social Justice, Trent University, Canada

Tara Goldstein is a Professor in the Department of Curriculum, Teaching, and Learning at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Her current teaching and research program focuses on gender, sexuality and schooling, and verbatim theatre research. Her latest book is *Teaching Gender and Sexuality at School: Letters to Teachers* (2019). Tara is also the Founding and Artistic Director of Gailey Road Productions, a theatre company that produces her performed ethnographies and research-informed theatre.



Claire Robson

Writing Beyond Recognition Queer Re-Storying for Social Change

Queer Singularities: LGBTQ Histories, Cultures, and Identities in Education Series

Writing Beyond Recognition: Queer Re-Storying for Social Change documents and analyzes the insidious ways heteronormativity produces homophobia and heterosexism, including how this operates and is experienced by those who identify as gay, lesbian, bisexual, transgendered and queer.

Using critical arts research practices read through queer and feminist theories and perspectives, the chapters in the book describe how participants who identified as lesbian, gay, bisexual and transgendered gained critical insights by learning to write and read about their experiences in new ways. Their revised queer stories function to enable a movement beyond merely recognizing to appreciating and understanding those differences. Robson offers a powerful argument about how everyone is narrated by and through discourses of gender and sexuality. Therefore, the content of the book is directed at all readers, not only those who identify as gay, lesbian, bisexual, transgendered or queer. The book will be important as a text in any course or area of study that is focused on inclusive education, cultural studies in education, critical arts research methods, gender and sexuality studies, and critical literacy approaches in education.

October 2020 / 155 pages / 6" x 9"

Paper / 9781975504199 / \$34.95

Cloth / 9781975504182 / \$129.95

E-book / 9781975504212 / \$34.95

"During a week when I had more than enough to do, I kept returning to Claire Robson's lively and engaging book Writing Beyond Recognition. Her theory of writing practice and wise pedagogy for transforming traumatic memory into story shows the importance of the creative arts for survival and resilience."

—Ann Cvetkovich, Carleton University, author of *An Archive of Feelings and Depression: A Public Feeling*

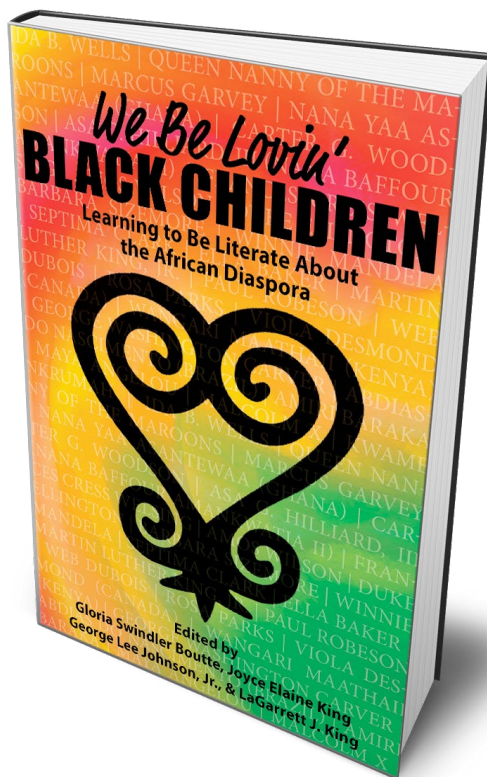
Claire Robson is a writer, researcher, and arts activist. Her awards include Xtra West Writer of the Year, the Joseph Katz Memorial Scholarship (for her contributions to social justice), and the Lynch History Prize (for her contributions to better understanding of gender and sexual minorities). Claire is an adjunct faculty member at Simon Fraser University, in the Department of Gender, Sexuality, and Women's Studies.

Edited by Gloria Swindler Boutte, Joyce Elaine King,
George Lee Johnson, Jr., and LaGarrett J. King

We Be Lovin' Black Children

Learning to Be Literate About the African Diaspora

We Be Lovin' Black Children is a pro-Black book. Pro-Black does not mean anti-white or anti anything else. It means that this little book is about what we must do to ensure that Black children across the world are loved, safe, and that their souls and spirits are healed from the ongoing damage of living in a world where white supremacy flourishes. It offers strategies and activities that families, communities, social organizations, and others can use to unapologetically love Black children. This book will facilitate Black children's cultural and academic excellence.



“Black parents can no longer settle for ‘the Talk’ as a defense for our children. They need information, strategies, and tactics for ensuring Black children survive AND thrive in an increasingly hostile world. We Be Lovin’ Black Children is the corrective our families need to raise the mentally, emotionally, socially, and culturally healthy children we need to ensure the legacies left over the millennia and throughout the world.”

—Dr. Gloria Ladson-Billings, Professor Emerita and the former Kellner Family Distinguished Professor at the University of Wisconsin-Madison, past President of the American Educational Research Association (AERA)

February 2021 / 119 pages / 6" x 9"

Paper / 9781975504632 / \$14.95

Cloth / 9781975504625 / \$39.95

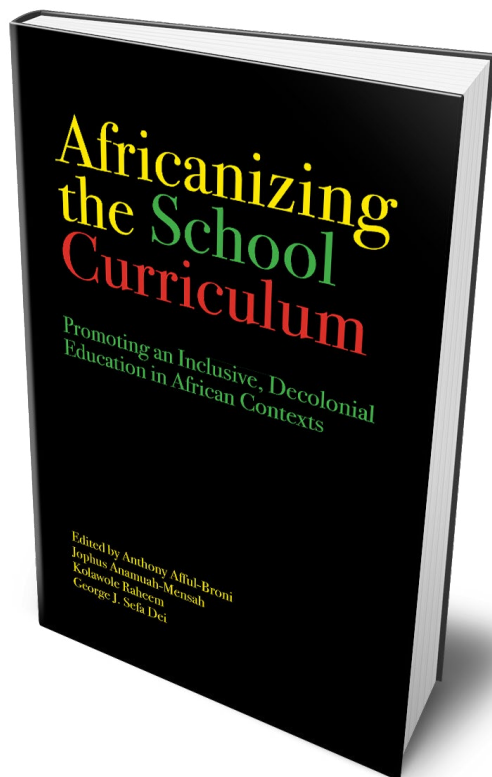
E-book / 9781975504656 / \$12.95

Dr. Gloria Swindler Boutte is a Carolina Distinguished Professor at the University of South Carolina. She has received millions of dollars in grants and has more than 90 publications.

Joyce Elaine King holds the Benjamin E. Mays Endowed Chair for Urban Teaching, Learning and Leadership at Georgia State University and affiliated faculty status in the African American Studies Department. Her publications focus on Black Studies curriculum theorizing and Black education research and policy.

Dr. George Lee Johnson, Jr. is a Professor and Academic Program Coordinator of Special Education at South Carolina State University. He has numerous publications and received \$300,000 in grants and has presented his work in Nigeria, Australia, New Zealand, England, Botswana, South Africa, and Sierra Leone.

LaGarrett J. King is the Isabella Wade Lyda and Paul Lyda Professor of Education and founding director of the CARTER Center for K12 Black History Education at the University of Missouri. He is an award-winning scholar whose research focuses on the teaching and learning of Black history in schools and society.



November 2020 / 214 pages / 7" x 10"

Paper / 9781975504595 / \$35.95

Cloth / 9781975504588 / \$99.95

E-book / 9781975504618 / \$35.95

Edited by Anthony Afful-Broni, Jophus Anamuah-Mensah, Kolawole Raheem, and George J. Sefa Dei

Africanizing the School Curriculum Promoting an Inclusive, Decolonial Education in African Contexts

Connecting cultures to educational settings is an essential component of critical pedagogy. This book addresses many of the key issues and challenges in decolonizing the African school curriculum. It highlights important philosophical arguments on the challenges and possibilities of achieving these goals in a meaningful manner. Topics covered in the book include:

- operationalizing the key terms of "inclusion" and "curriculum"
- strategies for Africanizing the school curriculum, and
- the implications of local knowledge for schooling reform

Africanizing the School Curriculum also raises a variety of key questions about framing an inclusive anti-colonial African future; what type of education are learners of today going to receive and how will they apply it to their schooling and work lives; how do we create understandings of what it means to be human; and how do we make school curricula inclusive through teaching, research and graduate training in questions of Indigeneity and multi-centric ways of knowing? It is essential reading to any student or teacher concerned about understanding the many facets of an African school curriculum.

"Africanizing the School Curriculum is an outstanding work that impressively persuades us to shift the way we perceive, interact with, and locate African education and its curricular designs and outcomes. By insisting, in both its descriptive and analytical formats, on centering contemporary schooling, learning and related epistemologies, on the continent's rich Indigenous contexts, this Reader distinguishes itself by concretely affirming the urgency of transformative curricular, policy and counter-racism possibilities."

—Ali A. Abdi, PhD., Professor in the Department of Education, University of British Columbia, Vancouver BC

Anthony Afful-Broni is a Professor and Vice Chancellor of the University of Education, Winneba, Ghana, as well as a consultant to the Academic Quality Assurance Unit of the University of Ghana.

Jophus Anamuah-Mensah is a science education expert, tertiary education consultant with over 45 years in academia as university researcher, teacher, administrator, policy analyst and national and international consultant.

Kolawole Raheem is the Head of the Centre for School and Community Science and Technology Studies (SACOST) at the Institute for Educational Research and Innovation Studies (IERIS), University of Education, Winneba, Ghana.

Ghanaian-born **George J. Sefa Dei** is Professor of Social Justice Education and Director of the Centre for Integrative Anti-Racism Studies at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT).

Edited by Kmt G. Shockley and Kofi Lomotey

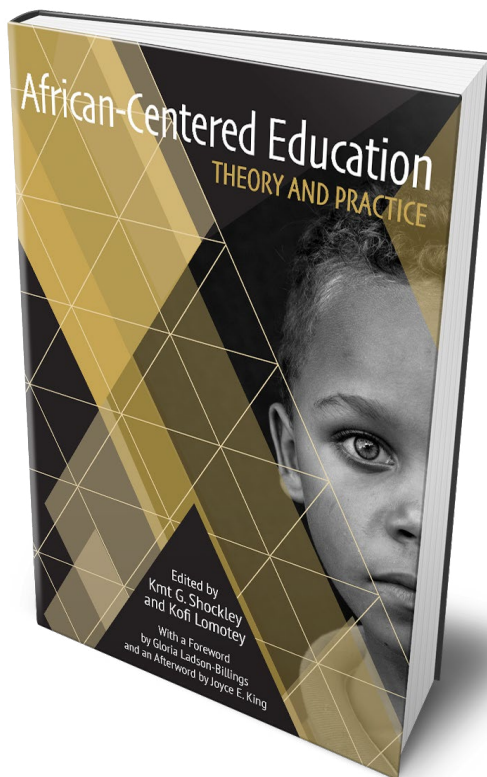
Foreword by Gloria Ladson-Billings

Afterword by Joyce Elaine King

African-Centered Education Theory and Practice

Critical Race Issues in Education Series

This volume brings together leading scholars and practitioners to address the theory and practice of African-centered education. The contributors provide perspectives on the history, methods, successes and challenges of African-centered education; discussions of the efforts that are being made to counter the miseducation of Black children; and prescriptions for—and analyses of—the way forward for Black children and Black communities. The authors argue that Black children need an education that moves them toward leading and taking agency within their own communities. They address several areas that capture the essence of what African-centered education is, how it works, and why it is a critical imperative at this moment. Those areas include historical analyses of African-centered education; parental perspectives; strategies for working with Black children; African-centered culture and STEM; culturally responsive curriculum and instruction; and culturally responsive resources for teachers and school leaders.



June 2020 / 202 pages / 6" x 9"

Paper / 9781975502096 / \$42.95

Cloth / 9781975502089 / \$149.95

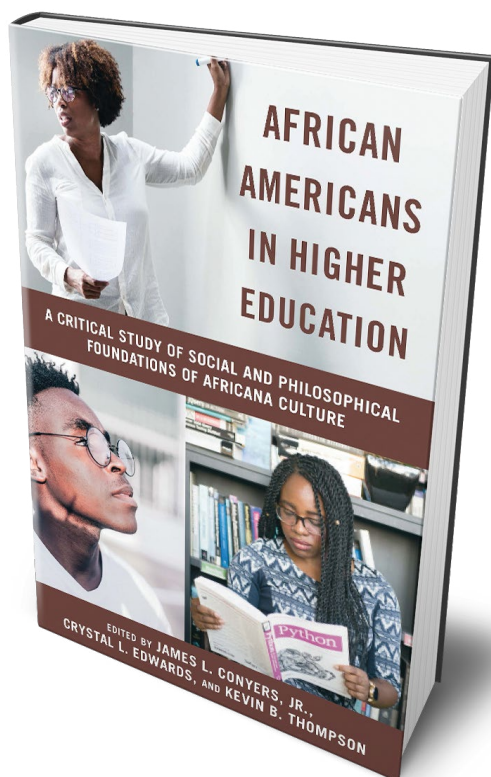
E-book / 9781975502119 / \$42.95

*"Excellence, insights, ideas, and inspiration abound in this volume!
This is the book you've been waiting for whether you are a researcher or a builder,
a frontline teacher or a student of education, one who wants to know the theory or one who wants
the implementation blueprint. African-Centered Education teaches us with a flow
and with connections that deepen our reading experience with this volume."*

—Madge Gill Willis, Ph.D., Co-Founder & Director, Nsoromma School

Kmt G. Shockley is Associate Professor in the Howard University School of Education. His research interests include transformative African-Centered Education and Educational Policy & Leadership. He is known for having been featured in the film *Hidden Colors* and for his film on the Maroons, which is entitled *For Humanity: Culture Community & Maroonage*.

For more than 40 years—as a scholar and as a practitioner—**Kofi Lomotey** has focused on the education of black people. At the higher education level, he has been a university professor, department chair, provost, president and chancellor. He has been a founder, teacher and administrator at three independent African-centered schools. He has published several books, articles in professional journals and book chapters.



Edited by James L. Conyers, Jr., Crystal L. Edwards,
and Kevin B. Thompson

African Americans in Higher Education A Critical Study of Social and Philosophical Foundations of Africana Culture

Critical Race Issues in Education Series

This book seeks to critically examine African Americans in higher education, with an emphasis on social and philosophical foundations of Africana culture. This is a critical interdisciplinary study, which examines the collection, interpretation, and analysis of quantitative and qualitative data in the field of higher education. To date, there are not any single-authored or edited collections that attempt to research the logical and conceptual ideas of the disciplinary matrix of Africana social and philosophical foundations of African Americans in higher education. Therefore, this volume provides readers with a compilation of literary, historical, philosophical, and communicative essays that describe and evaluate the Black experience from an Afrocentric perspective for the first time. It is required reading in a wide range of African American Studies courses.

June 2020 / 345 pages / 6" x 9"

Paper / 9781975502058 / \$42.95

Cloth / 9781975502041 / \$149.95

E-book / 9781975502072 / \$42.95

"African Americans in Higher Education is a multidisciplinary text that is far-reaching in scope. With such broadness and diversity, the challenge for the editors was in creating seamlessness within and among chapters that works together to create "a" story of the African American experience coherently in one book. The greatest strength of the text is in each author's ability to simultaneously use personal experience, professional knowledge, and research to make chapters as personal and meaningful as they are scholarly and informative."

—Reviewed by Kmt G. Shockley & Kofi LeNiles for *Teachers College Record*, 12/7/20

James L. Conyers, Jr. (Ph.D. in African American Studies, Temple University) is Director of the African American Studies Program, Director of the Center for African American Culture and University Professor of African American Studies at the University of Houston. He is the author or editor of thirty-five books, serves on various editorial boards, and edits two book series.

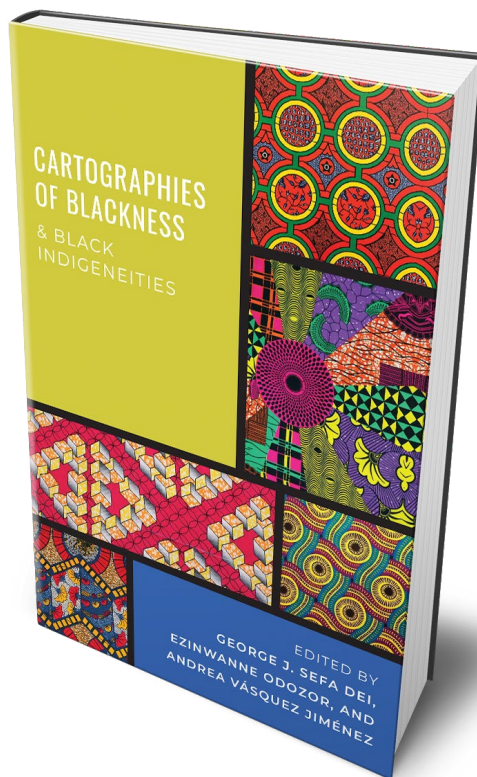
Crystal Edwards (Ph.D. in Africology, University of Wisconsin, Milwaukee) is a Visiting Scholar in the African American Studies Program at the University of Houston. Her research and teaching interests include: Intersectional identities, lived experiences of Black women and girls, Black girls in educational settings, Microaggressions, Black Feminist Theory and Africana frameworks.

Kevin Thompson is the Program Manager and Adjunct Professor for the African American Studies Program at the University of Houston. His research interests include African American male educational experiences within urban and rural environments, African American male teacher attrition, and Afrocentric pedagogical practices.

Edited by George J. Sefa Dei, Ezinwanne Odozor,
and Andrea Vásquez Jiménez

Cartographies of Blackness and Black Indigeneities

Cartographies of Blackness and Black Indigeneities acknowledges the saliency of Blackness in contemporary social formations, insisting that how bodies are read is extremely important. The contributors to this volume elicit or produce both tangible and intangible social, political, material, spiritual and emotional effects and consequences on Black and African bodies, globally. It is a call to celebrate Blackness in all its complexities, including race, ethnicity, class, gender, sexuality, (dis)ability, spiritualities, and geographies. Understanding Blackness is to insist on Black and African political and cultural appreciation of the phenomenon outside of Euro-colonial attempts to regulate and define how Black and African bodies are perceived. This book intersperses discussions of Blackness with Black racial identity and cultural politics and the required responsibilities for the Global Black and African populations to build viable communities utilizing our differences—knowledges, cultures, politics, identities, histories—as strengths.



January 2020 / 276 pages / 7" x 10"

Paper / 9781975501075 / \$45.95

Cloth / 9781975501068 / \$159.95

E-book / 9781975501099 / \$45.95

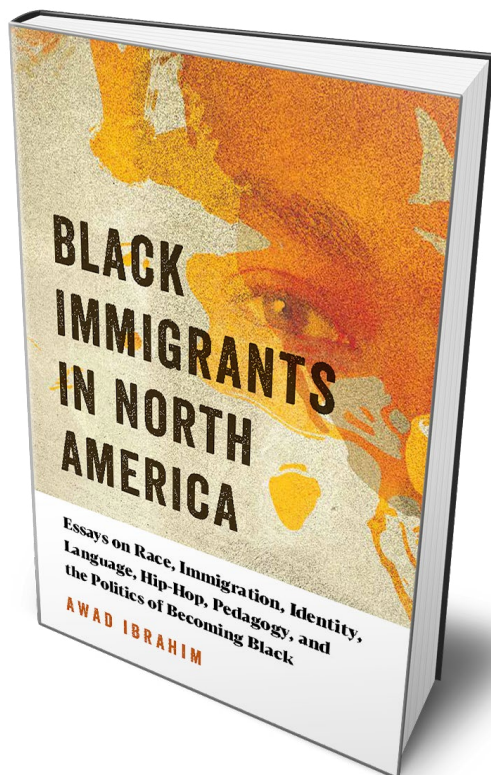
*“Our education of Blackness and Africanness for political action and social change would be incomplete without attention to the perspectives, frameworks, theorizations, analyses, and visions provided in *Cartographies of Blackness and Black Indigeneities*.”*

—Carl E. James, Jean Augustine Chair in Education, Community & Diaspora, York University

Ghanaian-born **George Sefa Dei** is Professor of Social Justice Education and Director of the Centre for Integrative Anti-Racism Studies at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). He has written extensively on anti-racism education, minority youth and schooling, Indigenous knowledge, Blackness and Black Indigeneity.

Ezinwanne (Ezi) Odozor is a Nigerian-born writer and scholar based in Toronto. Her work, whether fiction or non-fiction, focuses on themes of identity, culture, gender, race, health, and intimacy. Ezinwanne is currently completing a master's in education at the Ontario Institute for Studies in Education.

Andrea Vásquez Jiménez is an Afro-Latina born to Colombian parents in Toronto, Canada. She is a community organizer, community educator, previous 2018 Ontario NDP Candidate, and a scholar-warrior. Andrea is Co-Director and Co-Founder of the Latinx, Afro-Latin-America, Abya Yala Education Network (LAEN), a Toronto-based, grassroots organization.



Awad Ibrahim

Black Immigrants in North America Essays on Race, Immigration, Identity, Language, Hip-Hop, Pedagogy, and the Politics of Becoming Black

The first wave of Black immigrants arrived in North America during the 1960s and 1970s, coming originally from the Caribbean. An opportunity was missed, however, in documenting their everyday experience from a social science perspective: what did it mean for a Barbadian or a Jamaican to live in Toronto or New York? Were they Jamaicans or did they go with the descriptor 'Black'? What relationship did they have with African Canadians or African Americans? *Black Immigrants in North America* answers these and other questions while documenting the second wave of Black immigration to North America, which started in the early 1990s. Theoretically and empirically grounded, the book is a documentation of the process of becoming Black—a radical identity transformation where a continental African is marked by Blackness. This, in turn, leads to a deeper understanding of what it means to encounter that social imaginary of, 'Oh, they all look like Blacks to me!' This encounter impacts what one learns and how one learns it, where learning English as a Second Language (ESL) is sidestepped in favor of Black English as a Second Language (BESL). Learning becomes a political and a pedagogical project of cultural, linguistic and identity investment and desire.

October 2019 / 225 pages / 6" x 9"

Paper / 9781975501976 / \$42.95

Cloth / 9781975501969 / \$149.95

E-book / 9781975501990 / \$42.95

"Black Immigrants in North America is a rarity in researching and theorizing the unique lived experience of Black immigrants—both continental and diasporic Africans. Black immigrants, argues Dr. Ibrahim, complicate the very category of Blackness: moving it from a colonial and uni-dimensional category to a complicated and rhizomatic category that is forever becoming. Urgently needed, Black Immigrants in North America is a must read for those who are interested in the Black body, Black immigration, Black youth, and Black pedagogy."

—George J. Sefa Dei, OISE, The University of Toronto

Awad Ibrahim is an award-winning author and a Professor on the Faculty of Education, University of Ottawa, Canada. He is a Curriculum Theorist with a special interest in diasporic and continental African identities; cultural studies; applied linguistics; Hip-Hop; youth and Black popular culture; philosophy and sociology of education; social justice; and ethnography. He was born in Sudan and arrived in Canada, through the U.S., as a refugee. He has published more than 100 books and journal articles.

Dianne Smith, Loyce Caruthers, and Shaunda Fowler
Foreword by Joy James

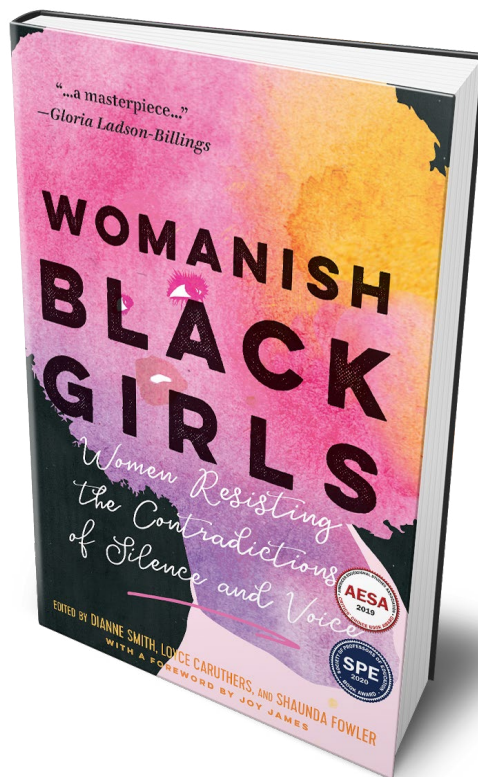
Womanish Black Girls

Women Resisting the Contradictions of Silence and Voice

A 2020 SPE Outstanding Book Award Winner

A 2019 AESA Critic's Choice Award Winner

Womanish Black Girls: Women Resisting the Contradictions of Silence and Voice is a collection of essays written by varied black women who fill spaces within the academy, public schools, civic organizations, and religious institutions. These writings are critically reflective and illuminate autobiographical storied-lives. A major theme is the notion of womanish black girls/women resisting the familial and communal expectations of being seen, rather than heard. While the aforementioned can revive painful images and feelings, the essays offer hope, joy, redemption, and the re-imagining of new ways of being in individual and communal spaces. An expectation is that middle school black girls, high school black girls, college/university black girls, and community black women will view this work as seedlings for understanding resistance, claiming voice, and healing.



March 2019 / 154 pages / 6" x 9"

Paper / 9781975500917 / \$42.95

Cloth / 9781975500900 / \$149.95

E-book / 9781975500931 / \$42.95

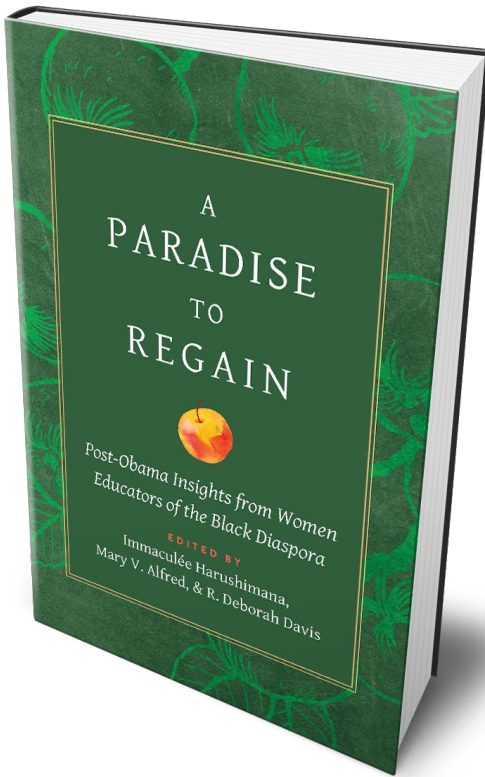
"The authors of Womanish Black Girls present counter-stories that reclaim and affirm Black girls'/women's ways of being that historically have been life-threatening. The editors open the book with recollections of their own "womanish" girlhoods, setting the stage for the various contributors in the subsequent sections. Though the foci of the authors vary, along with their interpretation of being "womanish," there is tight alignment in the assertions of Black women's voicelessness and the journey towards reclaiming it."

—Teachers College Record review by Melanie A. Marshall, April 2020

Dianne Smith, Ph.D., is professor emerita in Educational Leadership, Policy, and Foundations, School of Education, University of Missouri-Kansas City. She has served as a visiting scholar at the University of Western Cape and Nelson Mandela University (formerly University of Port Elizabeth), both in South Africa. She is a past president of American Educational Studies Association.

Loyce Caruthers, Professor and Chair of Educational Leadership, Policy and Foundations at the University of Missouri-Kansas City teaches courses to prepare school administrators and qualitative research methods for doctoral students. Loyce also serves as the Coordinator of the Ed.D. Education Administration Program. Recent publications include a co-authored book, *Great Expectations: What Kids Want from Our Urban Public Schools*.

Shaunda Fowler, Ph.D., spent a significant portion of her life with her maternal grandparents in the Imperial Courts Projects (PJs) in Watts, where she learned that being womanish was a way of survival. It is her hope that girls/women of color will be brave enough to have courageous conversations about being womanish in order to heal old wounds and find joy. Dr. Fowler is a middle school principal in a small mid-western school district where many of the girls of color can be considered womanish.



Edited by Immaculée Harushimana,
Mary Alfred, and R. Deborah Davis

A Paradise to Regain Post-Obama Insights from Women Educators of the Black Diaspora

The history of presidential politics reached a new and significant milestone with the election of Barack Obama in 2008. It sparked great hope in America for greater racial equity and social justice. *A Paradise to Regain: Post-Obama Insights from Women Educators of the Black Diaspora* seeks to avert the likelihood of erasure of President Obama's legacy of hope and possibility that every child, regardless of race, faith, and gender affiliation, can dream big and live to see his/her dream turn into reality. As women educators of color, we all agree that the socio-political climate prevailing in the United States of America, since the aftermath of the 2016 election, requires unprecedented agency. The book provides space for Black women educators—African Americans, Naturalized Black Americans, and Foreign-born Blacks from Africa, the Caribbean Islands and South America (e.g., Guyana)—to have a candid conversation with their young children—sons and daughters, nephews and nieces—about the roadblocks they are likely to face as minority youth of color in their pursuit of greatness and the reminder that they have a role model in President Obama to look up to in moments of extreme frustration and exasperation. Voices of engaged educators of color are indispensable to make sure that children understand that despite a 360-degree turn from eight consecutive years of a reassuring message that “change had come,” that paradise had been gained, into the threatening message of “making America white again,” we count on them to regain the paradise.

February 2019 / 324 pages / 6" x 9"

Paper / 9781975501112 / \$42.95
Cloth / 9781975501105 / \$149.95
E-book / 9781975501136 / \$42.95

“In this book, expert and powerful voices deliver impactful and encouraging messages, particularly to those of us who are still trying to figure out our space and place at home, on the streets, in the classroom, on campuses, in politics, and yes, in the world.”

—Jeanine Ntahirageza, Professor,
Northeastern Illinois University

Immaculée Harushimana is a 2018-2019 Fulbright Scholar (Malawi) and Associate Professor of TESOL and English education in Lehman College, City University of New York.

Mary Alfred is Professor of Adult Education in the College of Education and Human Development (CEHD) at Texas A&M University. She is the Executive Director of the Texas Center for the Advancement of Literacy and Learning (TCALL).

R. Deborah Davis is a Full Professor Emeritus from State University of New York at Oswego, School of Education in Curriculum & Instruction where she has taught Culturally Relevant Teaching and Foundations of Education courses for the past seventeen years.

Edited by George J. Sefa Dei and Cristina Jaimungal

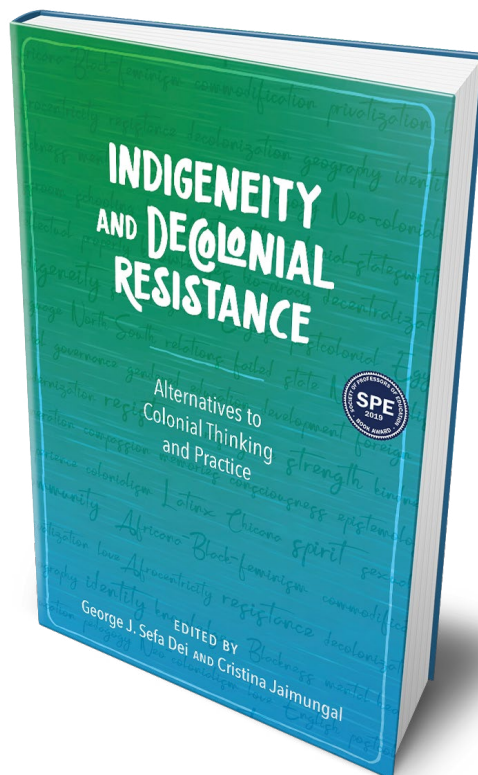
Indigeneity and Decolonial Resistance Alternatives to Colonial Thinking and Practice

A 2019 SPE Outstanding Book Award Honorable Mention

To be able to promote effective anti-colonial and decolonial education, it is imperative that educators employ indigenous epistemologies that seek to threaten, replace and reimagine colonial thinking and practice. *Indigeneity and Decolonial Resistance* hopes to contribute to the search for a more radical decolonial education and practice that allows for the co-existence of, and conversation among, "multiple-epistemes." The book approaches the topics from three perspectives:

- the thought that our epistemological frameworks must consider the body of the knowledge producer, place, history, politics and contexts within which knowledge is produced,
- that the anti-colonial is intimately connected to decolonization, and by extension, decolonization cannot happen solely through Western science scholarship, and
- that the complex problems and challenges facing the world today defy universalist solutions but can still be remedied.

Indigeneity and Decolonial Resistance is an excellent text for use in a variety of upper-division undergraduate and graduate classrooms. It is also a valuable addition to the libraries of writers and researchers interested in indigenous studies and decolonialization.



April 2018 / 232 pages / 7" x 10"

Paper / 9781975500054 / \$42.95

Cloth / 9781975500047 / \$149.95

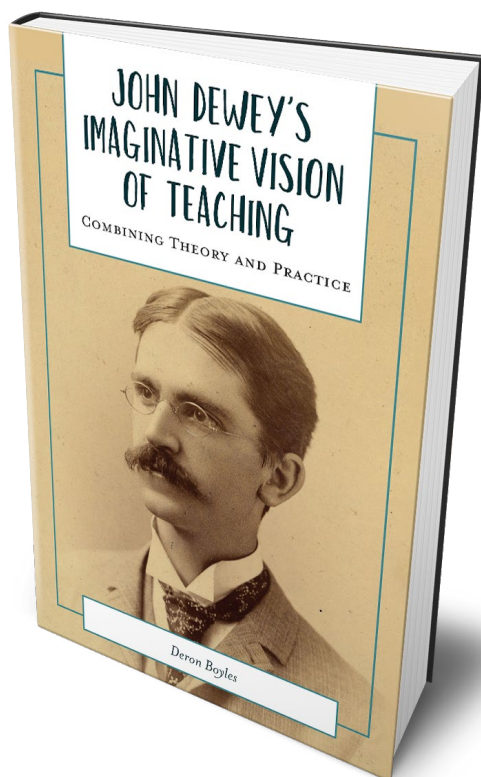
E-book / 9781975500078 / \$42.95

"Challenging the tropes of dominant sociopolitical theory, Indigeneity and Decolonial Resistance is a bold, brazen and uncompromising collection of essays that stands at the cutting edge of decolonial studies."

—Peter McLaren, Distinguished Professor in Critical Studies, Attallah College of Educational Studies, Chapman University

George J. Sefa Dei is Professor of Social Justice Education and Director of the Centre for Integrative Anti-Racism Studies at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). He has published extensively on the subjects of decolonization, anti-colonialism, anti-racism, and Indigenous Knowledges. He is also the Director of the Centre for Integrative Anti-Racism Studies (CIARS) and a newly elected Fellow of the Royal Society of Canada.

Cristina Jaimungal is a Master of Arts student in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education, University of Toronto. Her professional experiences center on child development in the classroom. Her research interests lie in teacher influences on decolonization and anti-colonial education in the classroom, as well as overall student mental health and identity development.



Deron Boyles

John Dewey's Imaginative Vision of Teaching Combining Theory and Practice

Academy for Educational Studies Series

John Dewey's Imaginative Vision of Teaching explores key philosophical topics in John Dewey's work, including epistemology, ethics, and aesthetics, and relates them to teacher practice and education policy. Each chapter begins with theory and ends with practical implications. While there are numerous books on Dewey, there are relatively few that connect his philosophy of education to actual practice. By linking primary fields of philosophy with classroom teaching and education policy, Boyles suggests that the binary between theory and practice is a false chasm that can and should be bridged if teaching and learning are to change into more dynamic, reflexive, and authentic interactions.

June 2020 / 183 pages / 6" x 9"

Paper / 9781975502928 / \$35.95

Cloth / 9781975502911 / \$129.95

E-book / 9781975502942 / \$35.95

"Deron Boyles is one of the most knowledgeable and captivating Deweyan philosophers of education working today. In John Dewey's Imaginative Vision of Teaching, his compelling blend of philosophy and educational practice, as well as his thoroughly original voice, is on full display. A great teaching text, in every sense of the term."

—Kathleen Knight Abowitz, Professor, Miami University and Past President, John Dewey Society

Deron Boyles is Professor of Philosophy of Education in the Department of Educational Policy Studies at Georgia State University. His areas of research include school-business partnerships, epistemology, and the philosophy of John Dewey.

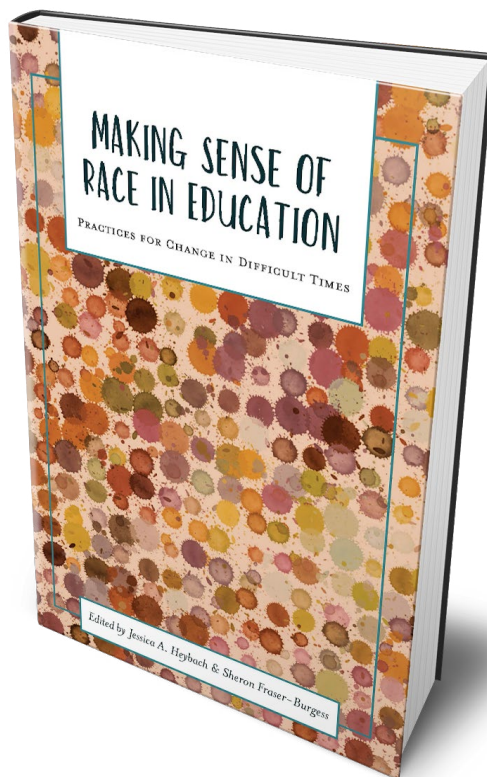
Jessica A. Heybach and Sheron Fraser-Burgess

Making Sense of Race in Education

Practices for Change in Difficult Times

Academy for Educational Studies Series

Making Sense of Race in Education: Practices for Change in Difficult Times takes a fresh look at the perennial issue of race in American schools. How do educators, in all settings, confront the issue of race with students and colleagues, given the contemporary backdrop of social movements for racial justice and change? How do educators affect change within their everyday classroom practices without fostering further alienation and discord? The book addresses racial incidents directly and offers practical insights into how P-20 educators can transform these events alongside students and colleagues. Each chapter provides a detailed analysis of curriculum, instruction, practices and pedagogical strategies for addressing race while, at the same time, wrestles with theoretical conceptions of race, justice, and fairness.



September 2019 / 232 pages / 6" x 9"

Paper / 9781975501891 / \$42.95

Cloth / 9781975501884 / \$149.95

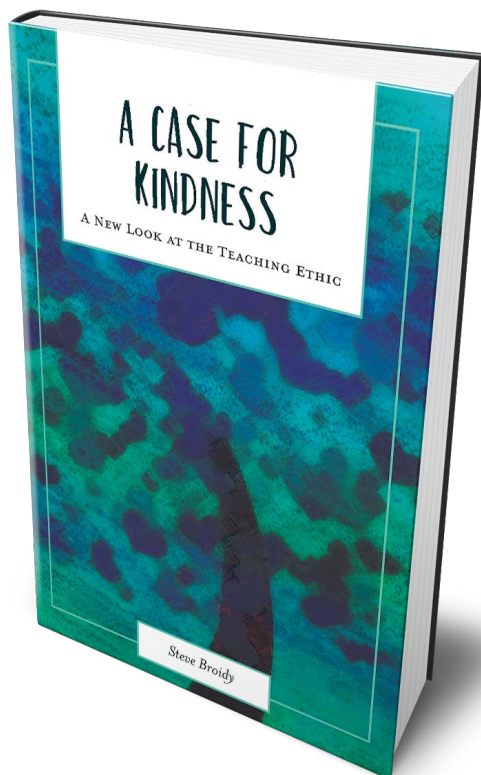
E-book / 9781975501914 / \$42.95

"This edited collection incorporates diverse voices to elucidate interactions relating to race within education systems covering early childhood to academia. Although topics are varied, the editors offer many contemplative analyses across settings with specific examples of addressing controversies as teachable moments rather than as negative occurrences to be avoided. This philosophical approach grants authors the opportunity to discuss identity, intersectionality, and the detrimental effects of such instances on individuals from diverse backgrounds."

—Review excerpt from G. Moreno, Northeastern Illinois University, in *CHOICE*, October 2020, Vol. 58, No. 2

Jessica A. Heybach is associate professor in the School of Education and Human Performance at Aurora University (AU), where she is currently the department chair of EdD Programs. She has published in a variety of journals and co-edited the book *Dystopia and Education: Insights into Theory, Praxis, and Policy* with Eric C. Sheffield.

Sheron Fraser-Burgess is an associate professor of Social Foundations/Multicultural Education at Ball State University and teaches courses in the undergraduate teacher licensure/professional education program, as well as philosophy and ethics courses in the Master of Arts and doctoral program in Educational Studies.



July 2019 / 120 pages / 6" x 9"

Paper / 9781975502010 / \$42.95

Cloth / 9781975502003 / \$149.95

E-book / 9781975502034 / \$42.95

Steve Broidy

A Case for Kindness

A New Look at the Teaching Ethic

Academy for Educational Studies Series

"Simple acts of kindness" are not so simple. Broidy argues both for the complexity of kindness in action, and for the value of an approach to teachers' relationship with their students and other clients that is rooted in a "sensitivity of kindness." Broidy's case for kindness begins by disentangling the concept of kindness from its many near relations. He traces the role of kindness and related concepts in both American educational history and in modern organizations promoting their versions of kindness and the ways we decide ethical questions, focusing on the complex of perceptions, emotions, dispositions, and priorities that form our ethical sensibilities. He argues that a sensitivity oriented toward kindness is the best foundation for a teaching ethic, showing how new and working teachers can develop and employ such a teaching ethic. Finally, the author connects a kindness-oriented teaching ethic to the societal need to maintain and develop a long-term democratic ideal.

"With a prosecutor's precision, Steve Broidy prevails in A Case for Kindness in arguing for a kindness-oriented teaching ethic (KOTE) by systematically unpacking its definition, construct, components for moral decision-making, how it is operationalized, and ultimately its connection to American educational ideals.

Kindness. Never has such a little word commanded such analytical diligence."

—Valerie Hill-Jackson for *Teachers College Record*, 1/5/20

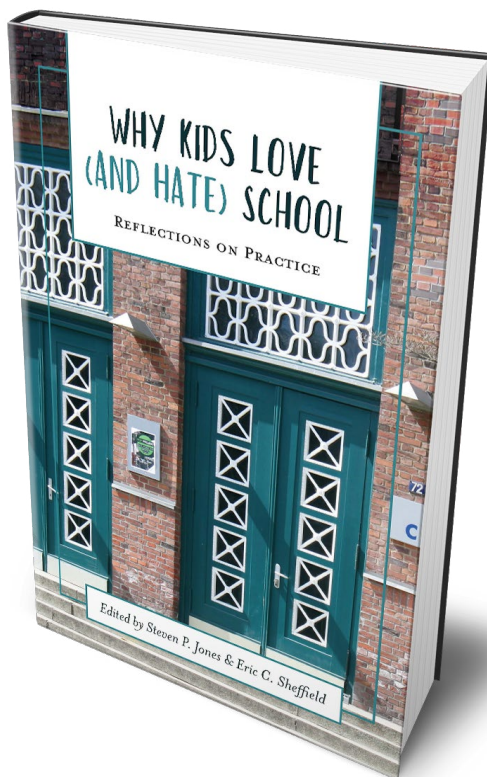
Steve Broidy is an emeritus professor of education at both Missouri State University and Wittenberg University. He lives with his wife Susan, a sculptor, on 3½ acres in Southwest Ohio. He is the author of *Earth Inside Them*, a poetry chapbook; and editor/contributor of *From the Tower: Poetry in Honor of Conrad Balliet*. Dr. Broidy has two children—one a chiropractor in Missouri and the other a wine importer/distributor in California.

Edited by Steven P. Jones and Eric C. Sheffield

Why Kids Love (and Hate) School Reflections on Practice

Academy for Educational Studies Series

Some students hate school, and some students love it. Some students enter classrooms with an “I dare you try to teach me” look on their faces, and others bounce into class excited to learn and anxious to please the teacher. We know we can’t automatically blame teachers or schools when students don’t want to learn. But we also know that sometimes teachers and schools don’t always set students up for success, and they don’t always help them love what they’re learning. And that’s not supposed to happen. *Why Kids Love (and Hate) School: Reflections on Practice* investigates some of the school and classroom practices that help students love school—and some that send students in the opposite direction. Intended for classroom teachers, teacher education students, and school administrators, chapters in the book investigate a variety of topics: how schools can build effective school cultures, the “struggle” students encounter in learning, practices of other countries that help students love school, testing practices that cause students to hate school—and much more.



October 2018 / 200 pages / 6" x 9"

Paper / 9781975500993 / \$42.95

Cloth / 9781975500986 / \$149.95

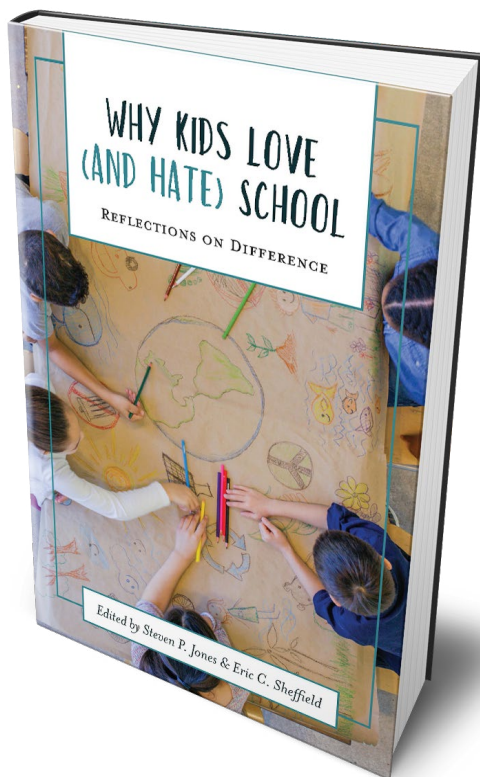
E-book / 9781975501013 / \$42.95

"Why Kids Love (and Hate) School: Reflections on Practice reveals how to make school more engaging, intellectually enriching, uplifting, and fun. For teachers and administrators who want their students to flourish, Why Kids Love (and Hate) School is a must-read."

—Lawrence Baines, University of Oklahoma

Steven P. Jones is a professor in the College of Education at Missouri State University and Executive Director of the Academy for Educational Studies. He is author of *Blame Teachers: The Emotional Reasons for Educational Reform*—a book that investigates how and why so many people try to justify educational change by deriding the efforts and effectiveness of our public school teachers.

Eric C. Sheffield is Professor and Department Chair of Educational Studies at Western Illinois University in Macomb. He is also founding editor of the Academy for Educational Studies' peer reviewed journal, *Critical Questions in Education*. A former English teacher in Putnam County, Florida, Sheffield received his B.A. in Philosophy from Illinois College, and his M.Ed & Ph.D from the University of Florida.



April 2018 / 240 pages / 6" x 9"

Paper / 9781975500672 / \$42.95

Cloth / 9781975500665 / \$149.95

E-book / 9781975500696 / \$42.95

"Teacher educators could easily use this book as they work with their preservice students, or it could be studied in a professional learning community seeking to create more inclusive classrooms. Each story provided is worth knowing about and discussing. Indeed, for any educator looking for a little inspiration to gently start some difficult conversations in their teacher education classes or with K-12 teachers, this volume might be a good place to begin."

—Review excerpt by Sarah Elizabeth Barrett
for *Teachers College Record*, ID Number 22957

Edited by Steven P. Jones and Eric C. Sheffield

Foreword by Laura Ruth Johnson

Why Kids Love (and Hate) School Reflections on Difference

Academy for Educational Studies Series

The authors of *Why Kids Love (and Hate) School* address the following questions:

- how do contemporary educational theories, policies, and practices impact the manner in which historically marginalized students perceive their schooling experiences?
- What theories, policies, and practices lead diverse students to hate school? Love school? Feel ambivalent about school?
- What might be done to create a love of school among these students as opposed to a hatred of school?

Approaching these questions from a variety of perspectives, this collection consists of theoretical discussions, personal reflections, research reports, and policy suggestions sourced in the experiences of our most vulnerable students with an eye to making schools places all students might love rather than hate. The essays take up these issues from the perspectives of poverty, gender, race, ethnicity, ability, language, and religion among others. These essays also provide practical advice for teachers and administrators—both practicing and pre-service—for making classrooms and schools spaces that would encourage our students to say, "I love school." As teachers, administrators, university faculty, and researchers, the authors of this collection bring interesting and diverse viewpoints into the discussion.

Steven P. Jones is a professor in the College of Education at Missouri State University and Executive Director of the Academy for Educational Studies. He is author of *Blame Teachers: The Emotional Reasons for Educational Reform*—a book that investigates how and why so many people try to justify educational change by deriding the efforts and effectiveness of our public school teachers.

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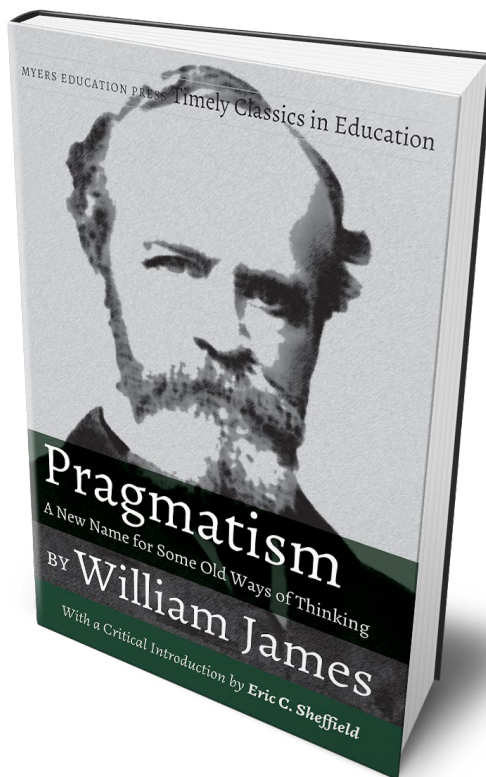
William James

Pragmatism - A New Name for Some Old Ways of Thinking by William James With a Critical Introduction by Eric C. Sheffield

Timely Classics in Education Series

"The world to which your philosophy-professor introduces you is simple, clean and noble. The contradictions of real life are absent from it. Its architecture is classic."

William James: psychologist, philosopher, author, lecturer, medical doctor. Born in 1842 into a wealthy family in New York City, he took an early interest in writing, perhaps influenced by his brother, the novelist Henry James. James split his professional interests between the budding field of American psychology and the classic discipline of philosophy, focusing particularly on theories of pragmatism, championed by Charles S. Peirce. One of the most important intellectual outcomes of this latter interest is his collection of lectures entitled *Pragmatism: A New Name for Some Old Ways of Thinking*. It and its companion collection, *The Meaning of Truth*, is considered by many to be the definitive work in American philosophy. This volume in the Myers Education Press's *Timely Classics in Education* series serves as a resource for students and professors interested in better understanding James's influence on the entire field of education. The book, which includes a critical Introduction written by noted scholar Eric Sheffield, grounds the text in contemporary times. It serves as an excellent, affordable volume for classroom use in a variety of courses.

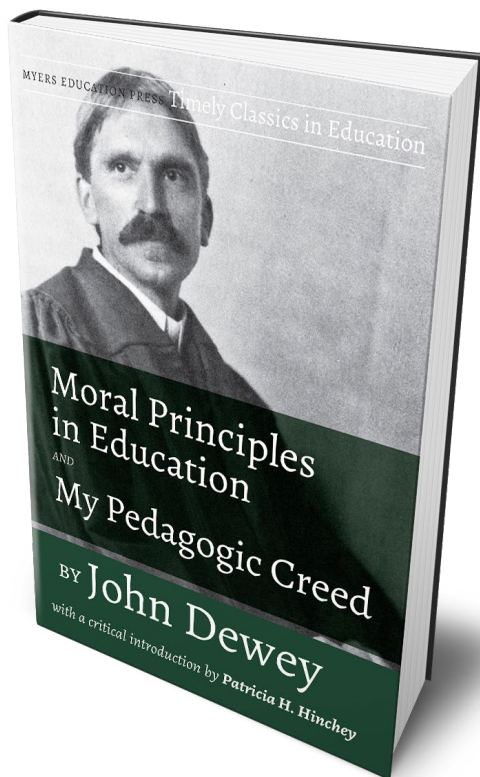


February 2019 / 50 pages / 5.5" x 8"

Paper / 9781975501617 / \$14.95

E-book / 9781975501631 / \$14.95

Eric C. Sheffield is Professor and Department Chair of Educational Studies at Western Illinois University in Macomb. He is also founding editor of the Academy for Educational Studies' peer reviewed journal, *Critical Questions in Education*. A former English teacher in Putnam County, Florida, Sheffield received his B.A. in Philosophy from Illinois College, and his M.Ed & Ph.D from the University of Florida.



October 2018 / 64 pages / 5.5" x 8"

Paper / 9781975501464 / \$14.95

E-book / 9781975501488 / \$14.95

John Dewey

Moral Principles in Education *and* My Pedagogic Creed by John Dewey With a Critical Introduction by Patricia H. Hinchey

Timely Classics in Education Series

In *Moral Principles in Education* and *My Pedagogic Creed*, Dewey reminds readers of public schools' original purpose, and he identifies specific educational principles and practices that either promote or undermine their essential democratic goals. Sadly, readers will recognize that many counterproductive practices he describes remain pervasive. In contrast, Dewey argues that if schools are to nurture ethical and effective citizens, then they must become genuine democratic communities where students acquire the habits of mind and behavior that will lead them as adults to steer the country in a more ethical and equitable direction. "There cannot be two sets of ethical principles," he says, "one for life in the school, and the other for life outside of the school."

This volume includes a critical Introduction by noted scholar **Patricia H. Hinchey**, Professor Emerita of Education at Penn State, where she taught a wide variety of undergraduate and graduate courses and frequently conducted professional development workshops for both K-12 and higher education educators. She is author or co-author of six texts, editor or co-editor of several more, and she has also published numerous journal articles.

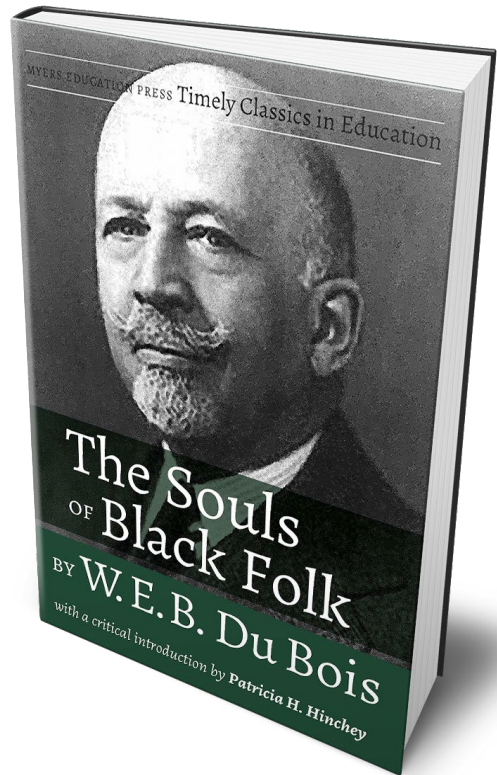
W. E. B. Du Bois

The Souls of Black Folk by W.E.B. Du Bois

With a Critical Introduction by Patricia H. Hinchey

Timely Classics in Education Series

W. E. B. Du Bois' seminal work, *The Souls of Black Folk*, not only captures the experience of African Americans in the years following the Civil War but also speaks to contemporary conditions. At a time when American public schools are increasingly re-segregating, are increasingly underfunded, and are perhaps nearly as separate and unequal as they were in earlier decades, this classic can help readers grasp links between a slavery past and a dismal present for too many young people of color. He also demonstrates the challenges racism presents to individuals who embrace education as a tool for liberation. Du Bois' accounts of how racism affected specific individuals allow readers to see philosophical issues in human terms. It can also help them think deeply about what kind of moral, social, educational and economic changes are necessary to provide all of America's young people the equal opportunity promised to them inside and outside of schools.

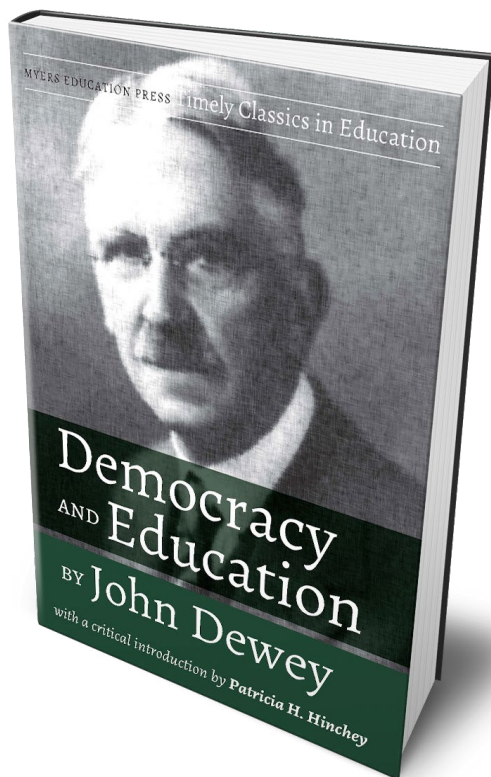


March 2018 / 222 pages / 5.5" x 8"

Paper / 9781975500634 / \$14.95

E-book / 9781975500658 / \$14.95

This volume includes a critical Introduction by noted scholar **Patricia H. Hinchey**, Professor Emerita of Education at Penn State, where she taught a wide variety of undergraduate and graduate courses and frequently conducted professional development workshops for both K-12 and higher education educators. She is author or co-author of six texts, editor or co-editor of several more, and she has also published numerous journal articles.



March 2018 / 385 pages / 5.5" x 8"

Paper / 9781975500207 / \$14.95

E-book / 9781975500221 / \$14.95

John Dewey

Democracy and Education by John Dewey

With a Critical Introduction by Patricia H. Hinchey

Timely Classics in Education Series

Some hundred years after John Dewey worked to illuminate what it means to educate and how public education serves as the bedrock of democracy, his seminal *Democracy and Education* speaks urgently not only to critical contemporary educational issues but to contemporary political issues as well. As mania for testing forces a steadily narrowing curriculum, Dewey explains why democracy cannot “flourish” if “the chief influences in selecting subject matter of instruction are utilitarian ends narrowly conceived for the masses.” As the American population appears increasingly subject to rhetorical manipulation and ideological extremism, Dewey imagines the possibility of education cultivating “habits of mind which secure social changes without introducing disorder.” Insightful and inspiring, Dewey’s classic reintroduces readers to educational and political possibilities hard to remember as political and corporate forces to work reshape American public schools in the service of global profit rather than democratic life.

This volume includes a critical Introduction by noted scholar **Patricia H. Hinchey**, Professor Emerita of Education at Penn State, where she taught a wide variety of undergraduate and graduate courses and frequently conducted professional development workshops for both K-12 and higher education educators. She is author or co-author of six texts, editor or co-editor of several more, and she has also published numerous journal articles.

Robert Crow, Brandi Nicole Hinnant-Crawford, and Dean T. Spaulding

Improvement Science in the Multidisciplinary Arena

Improvement Science in Education and Beyond Series

Improvement Science in the Multidisciplinary Arena examines the way improvement science is employed outside of the traditional field of business. This book provides a multidisciplinary examination from the fields of education, nursing, social work, and criminal justice—and explores the universality of improvement methodologies in fields of service. Contributing authors will use an improvement lens to describe addressing problems of practice in their respective disciplines.

Forthcoming June 2022

Paper / 9781975503871 / \$39.95

Cloth / 9781975503864 / \$129.95

E-book / 9781975503895 / \$39.95

Robert Crow, Brandi Nicole Hinnant-Crawford, and Dean T. Spaulding

Improving Together Case Studies of Networked Improvement Science Communities

Improvement Science in Education and Beyond Series

Improving Together: Case Studies of Networked Improvement Science Communities examines a range of network improvement communities who are using improvement science to examine problems of practice. Operating in varying contexts, NICs provide a platform for communication and other forms of data sharing in order to create meta-findings on a particular phenomenon. The text focus on not only the use of IS in each context/node, but also processes of building and launching networks and considers how particular media and infrastructure are used to share knowledge within the network.

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E-book / 9781975503857 / \$39.95

Robert Crow, Brandi Nicole Hinnant-Crawford, and Dean T. Spaulding

Improvement Science

Methods for Researchers and Program Evaluators

Improvement Science in Education and Beyond Series

Improvement Science: Methods for Researchers and Program Evaluators moves beyond traditional research methods textbooks by responding to people working in improvement science and program evaluation. This book is tailored to the need for specific improvement research methodologies and frameworks collected and presented in an edited volume written by research faculty associated with or teaching in leadership programs.

Forthcoming October 2021

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Cloth / 9781975503789 / \$129.95

E-book / 9781975503819 / \$39.95

Susan Carlile and Deborah Peterson

Improvement Science

Promoting Equity in Schools

Improvement Science in Education and Beyond Series

Improvement Science: Promoting Equity in Schools is intended for classroom teachers, school leaders, and district leaders charged with leading improvement efforts in schools. This book shares real-life examples from those who are currently leading equity-focused improvement in our classrooms and schools. If you are curious about how Improvement Science has been used, or how others have succeeded—or failed—at equity-focused improvement efforts in our classrooms and in our schools, or if you're wondering how to spur discussions in school districts, universities, and communities about leading equity-focused improvement, this book is for you. Teachers, students, family members, community members, principals and superintendents will be inspired to embrace Improvement Science as a method to improve equity in their schools.

Forthcoming October 2021

Paper / 9781975504670 / \$27.95

Cloth / 9781975504663 / \$99.95

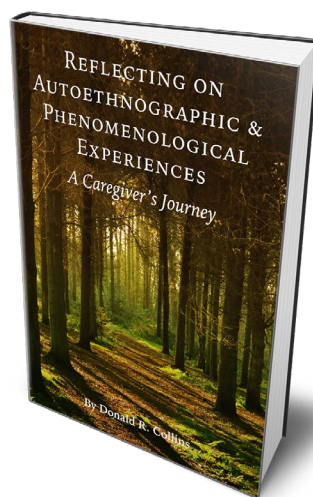
E-book / 9781975504694 / \$27.95

Donald Collins

Reflecting on Autoethnographic and Phenomenological Experiences A Caregiver's Journey

Explorations in Qualitative Inquiry Series

A unique critical qualitative inquiry study that uses the author's experience as a caregiver to his wife suffering from dementia as the basis of a critical autoethnography. It explores components of positive caregiving that may also be not only melancholic and empirical, but also emotionally painful. Through a phenomenological lens of an insider that includes self- and other-hood, marriage, career, fatherhood, suicide, despair, triple grief, loss, caregiving, cooking, housekeeping, advocating mind reading, and encouraging, a narrative illustrating self-reflection on particular experiences is constructed. These culminating experiences result in first-hand and didactical understandings by the caregiver. *Reflecting on Autoethnographic and Phenomenological Experiences: A Caregiver's Journey* is a volume that will be invaluable to qualitative inquiry researchers, autoethnographers, and those readers interested in the research of caregiving.



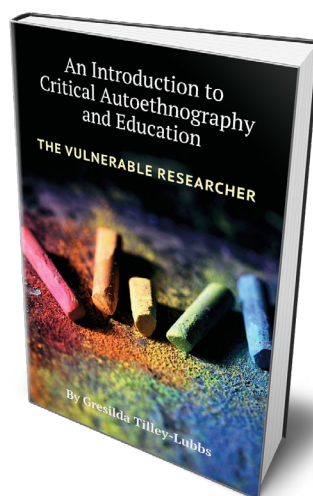
Forthcoming May 2021

Paper / 9781975503390 / \$38.95
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E-book / 9781975503413 / \$38.95

Gresilda Tilley-Lubbs

An Introduction to Critical Autoethnography and Education The Vulnerable Researcher

An Introduction to Critical Autoethnography and Education: The Vulnerable Researcher examines the practice of critical autoethnography, which combines critical pedagogy, autoethnography, and often, critical ethnography, as a research methodology for conducting research in vulnerable communities without establishing hierarchical systems. Traditional research situates researchers as experts. Critical autoethnography negates hierarchical thinking, believing all collaborators co-construct equally valuable knowledge and meaning, which pushes against accepted norms. Accessible to diverse audiences, this book would be appropriate in graduate qualitative methods or foundations courses, at introductory or advanced levels. It would be also be a good addition to any undergraduate courses preparing students to conduct research in vulnerable communities.



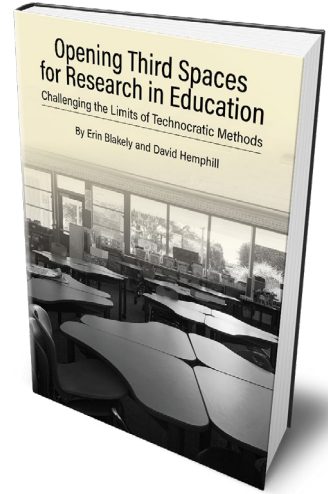
Forthcoming October 2021

Paper / 9781975503161 / \$39.95
Cloth / 9781975503154 / \$129.95
E-book / 9781975503185 / \$39.95

Erin Blakely and David Hemphill

Opening Third Spaces for Research in Education Challenging the Limits of Technocratic Methods

Opening Third Spaces for Research in Education challenges dominant educational research methods. It rejects the reductive binaries normalized in social science research—theory/practice, objective/subjective, quantitative/qualitative. Drawing from multiple fields and eras, the book opens third spaces between these artificial poles to help researchers expand interpretations and possibilities for research. Critiquing the current focus on the measurement of “student learning outcomes” and high-stakes assessment, the book offers conceptual tools and case examples to support educators in reconceptualizing research. This challenges the current goal of educational research instruction to design “valid and reliable” studies that provide evidence for “best practices,” and reimagines it as opening third spaces to expand opportunities and approaches for inquiry.



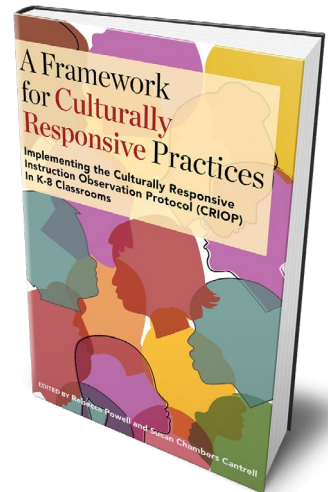
Forthcoming April 2021

Paper / 9781975504755 / \$34.95
Cloth / 9781975504748 / \$99.95
E-book / 9781975504779 / \$34.95

Edited by Rebecca Powell and Susan Chambers Cantrell

A Framework for Culturally Responsive Practices Implementing the Culturally Responsive Instruction Observation Protocol (CRIOP) In K-8 Classrooms

What are the elements of culturally responsive and sustaining instruction? How can these elements be implemented in classrooms? One of the most effective methods of addressing these issues is the Culturally Responsive Instruction Observation Protocol (CRIOP), which is being used in school districts nationwide to guide teacher professional development. *A Framework for Culturally Responsive Practices* presents scholarship in second language acquisition, sociolinguistics, culturally appropriate assessment, educational anthropology, educational psychology, instruction, and critical pedagogy to provide guidance to those who strive to teach in ways that meet the needs of a diverse student population. This is a practical guide that can be used in a variety of courses for pre-service teachers as well as by teachers and administrators in school districts across the country.



Forthcoming March 2021

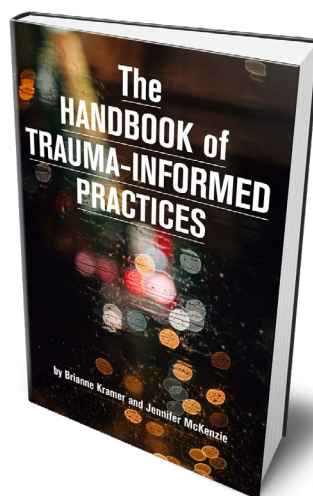
Paper / 9781975504151 / \$39.95
Cloth / 9781975504144 / \$149.95
E-book / 9781975504175 / \$39.95

Brianne Kramer and Jennifer McKenzie

The Handbook of Trauma-Informed Practices

Educational Psychology: Meaning Making for Teachers and Learners Series

According to the American Psychological Association (APA, 2015), trauma is an emotional response to a terrible event, which can lead to difficulties with emotional regulation, social relationships, and the development of physical symptoms. Traumatic experiences may include physical or sexual abuse, neglect, experiencing or witnessing violence, war, suicides, and disasters. Because of the prevalence of students with traumatic experiences in K-12 schools, development and use of trauma-informed practices (TIP) is currently increasing in educational spaces across the United States as educators and others who work with children become more aware of how socio-emotional development and exposure to trauma places children on a pathway through adulthood. *The Handbook of Trauma-Informed Practices* provides teachers, administrators, and others involved in education with an understanding of trauma-informed practices and explains how they can be used in the classroom. Additionally, school districts could utilize this text to implement professional development, particularly if they are considering creating a districtwide trauma-informed system.



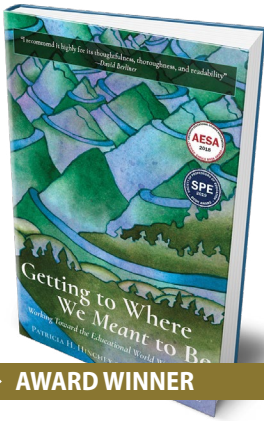
Forthcoming November 2021

Paper / 9781975503437 / \$49.95
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 E-book / 9781975503451 / \$45.95

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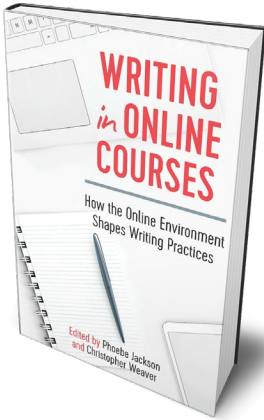
AWARD WINNER

Patricia H. Hinchey and Pamela J. Konkol

Getting to Where We *Meant* to Be
Working Toward the Educational World We Imagine/d

October 2017 / 224 pages / 6" x 9"

Paper / 9781975500016 / \$42.95
 Cloth / 9781975500009 / \$149.95
 E-book / 9781975500030 / \$42.95

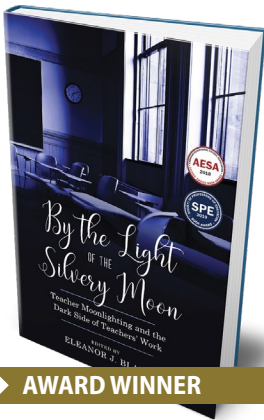


Edited by Phoebe Jackson and Christopher Weaver

Writing in Online Courses
How the Online Environment Shapes Writing Practices

January 2018 / 272 pages / 6" x 9"

Paper / 9781975500092 / \$42.95
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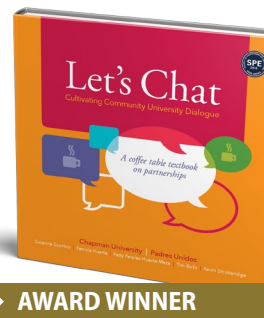
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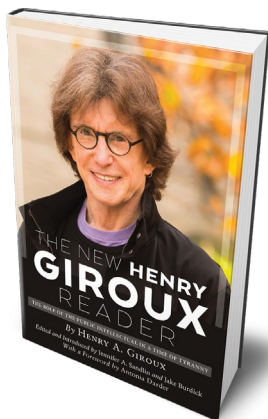
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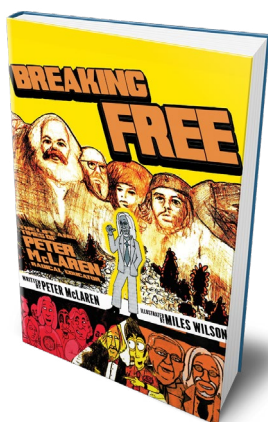
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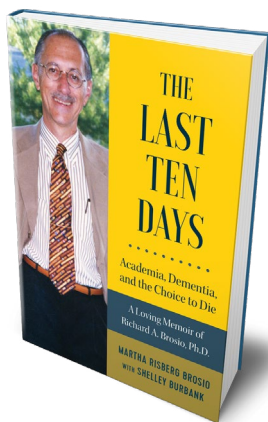
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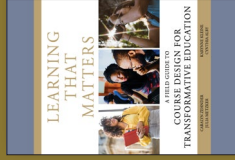
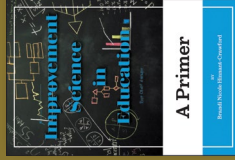
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