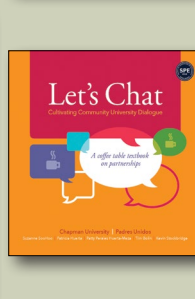
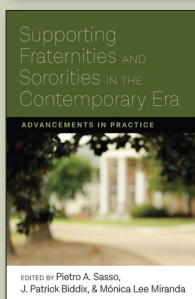
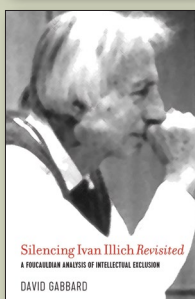
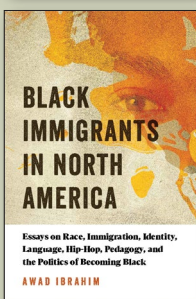
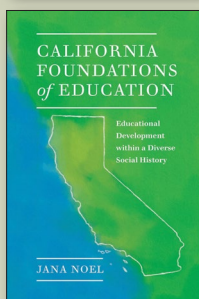
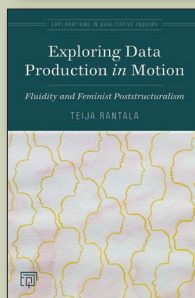
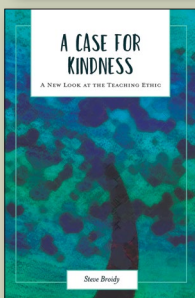
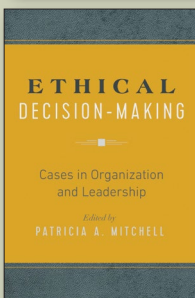
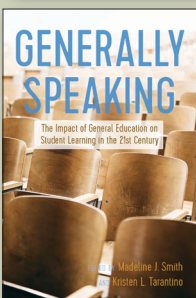
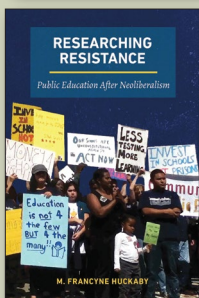
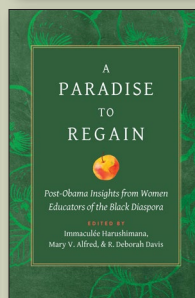
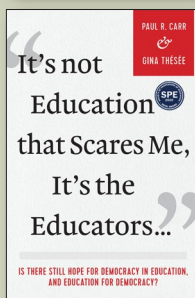
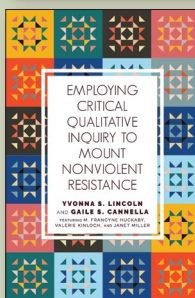
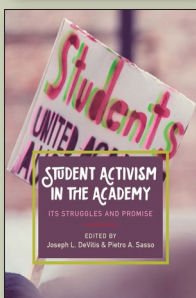
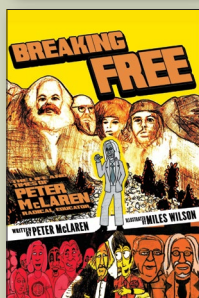
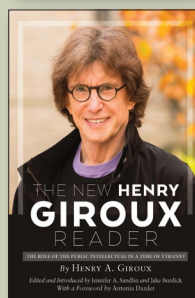
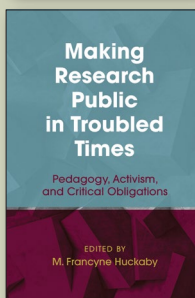
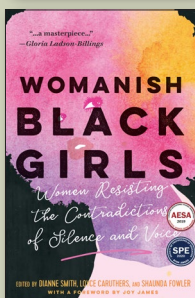
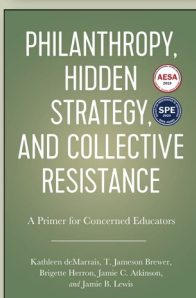
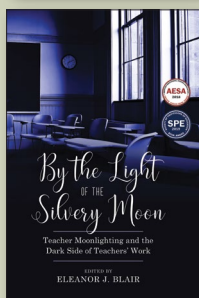
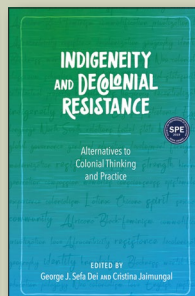
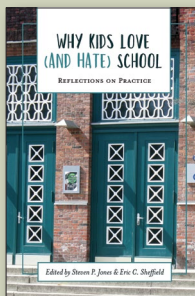
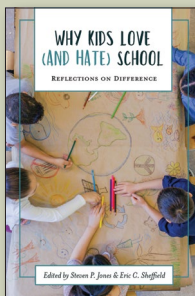
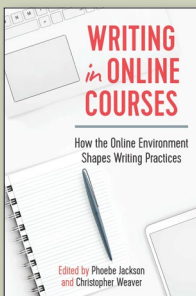
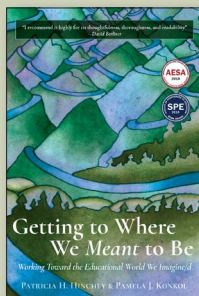


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Patricia H. Hinchey and Pamela J. Konkol

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

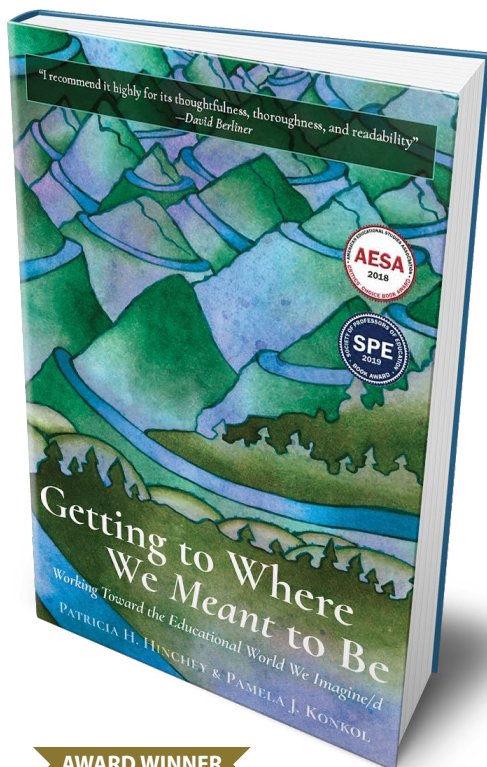
A 2018 AESA Critic's Choice Award Winner

A 2019 SPE Outstanding Book Award Winner

How is it, this text asks, that given such good intentions among education professionals, things in schools can go so very wrong?

The problem, Hinchey and Konkol posit, is that unspoken and misleading assumptions result in choices, decisions and policies with disastrous consequences for kids. They tease out those assumptions on the key issues of school goals, curriculum, education for citizenship, discipline, and school reform, inviting readers to think again, to question the taken-for-granted, in the hope of better aligning intentions and outcomes.

This book is the perfect text for both undergraduate and graduate classrooms devoted to the study of public education. Questions at the end of each chapter point to ways for preservice and inservice teachers, as well as administrators and other education personnel, to advance their thinking about choices in their own contexts. In addition, suggested readings, websites and videos offer more food for thought.



AWARD WINNER

October 2017 / 224 pages / 6" x 9"

Paper / 9781975500016 / \$42.95

Cloth / 9781975500009 / \$149.95

E-book / 9781975500030 / \$42.95

"Getting to Where We Meant to Be is an insightful, thoughtful, and readable book well-suited for undergraduates in teacher education programs. The authors stimulate the reader's critical reflection on the assumptions they may hold about schools while also discussing social justice orientations and the importance of the relationship between public education and democracy."

—*Teachers College Record* Review excerpt by Melanie Janzen, December 2018

Patricia H. Hinchey is 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 also a Fellow with the National Education Policy Center at the University of Colorado, Boulder. She is author or co-author of six texts, editor or co-editor of several more, and she has also published numerous journal articles.

Pamela J. Konkol is a professor of educational foundations, social policy, and research and the founding director of the Center for Policy Studies and Social Justice at Concordia University Chicago. She currently serves as an Executive Officer for the American Educational Studies Association. She holds a PhD in Policy Studies in Urban Education and an MEd in Curriculum Studies from the University of Illinois at Chicago, and a BS in Communication/Cultural Studies and Women's Studies from Northwestern University.

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

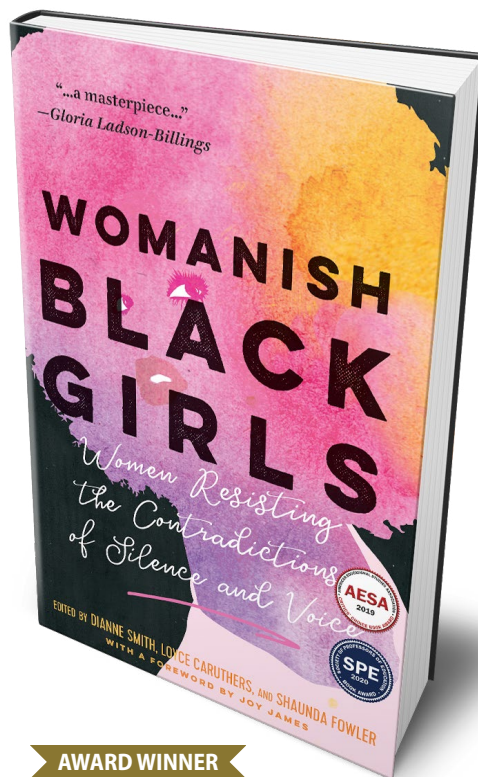
Womanish Black Girls

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.



AWARD WINNER

March 2019 / 154 pages / 6" x 9"

Paper / 9781975500917 / \$42.95

Cloth / 9781975500900 / \$149.95

E-book / 9781975500931 / \$42.95

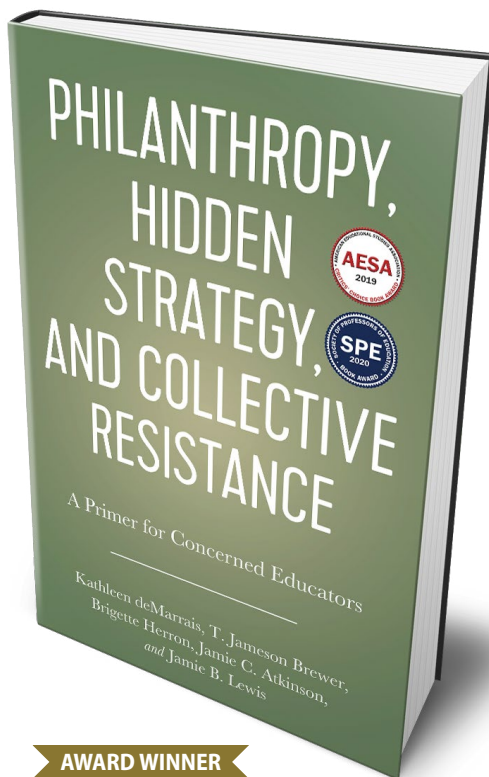
"The authors of Womanish Black Girls present counter-stories that reclaim and affirm Black girls'/women's ways of being that historically have been life-threatening. The editors open the book with recollections of their own 'womanish' girlhoods, setting the stage for the various contributors in the subsequent 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 excerpt 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.



AWARD WINNER

March 2019 / 318 pages / 6" x 9"

Paper / 9781975500719 / \$42.95

Cloth / 9781975500702 / \$149.95

E-book / 9781975500733 / \$42.95

Kathleen deMarrais, T. Jameson Brewer, Brigitte 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.

"(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.

Brigitte 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.

Yvonna S. Lincoln and Gaile S. Cannella

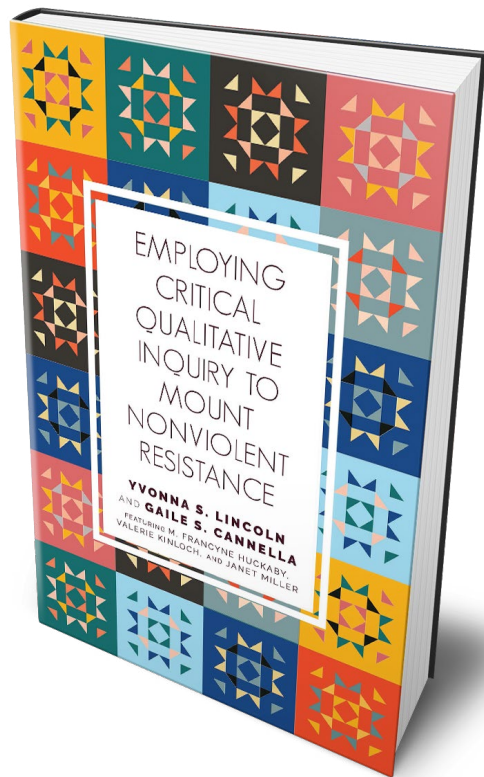
Contributions by M. Francyne Huckaby,

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.



February 2019 / 138 pages / 6" x 9"

Paper / 9781975500443 / \$42.95

Cloth / 9781975500436 / \$149.95

E-book / 9781975500467 / \$42.95

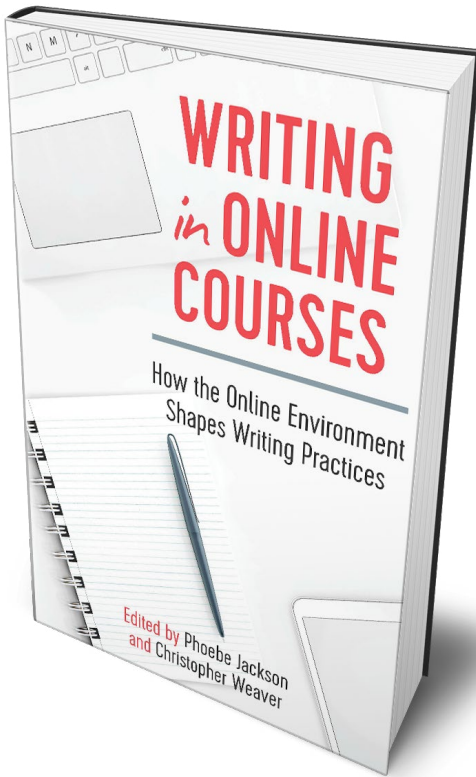
Yvonna S. Lincoln (Ed.D. in Higher Education, Indiana University) joined the Educational Administration and Human Resource Development Department at Texas A&M as a Professor in 1991. Her research focuses on neoliberal and corporatization shifts in faculty worklife and university administration, and also 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. Canella (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.

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

Cloth / 9781975500085 / \$99.95

E-book / 9781975500115 / \$42.95

For scholars interested in the intersection of writing and online instruction, *Writing in Online Courses: How the Online Environment Shapes Writing and Practice* examines both the theoretical and practical implications of writing in online courses. The essays in this collection reflect upon what the authors have learned about the synergistic way that writing helps to shape online instruction and how online instruction helps to shape the writing process.

While many educators continue to question the reasons for teaching online, these essays demonstrate the useful ways in which it enhances and informs student writing and learning. From the vantage point of different disciplines, the authors examine how the writing process is revealed and changed when it is placed at the center of an online learning environment. These scholars and practitioners attest to the multiple ways that teaching online has enabled them to rethink how writing functions in their classes, allowing them to pursue educational goals and student outcomes that may have been more difficult or even impossible to pursue in the traditional classroom.

"With the research presented in Writing in Online Courses. . . , we (as instructors) can be better equipped for the trial and error of writing pedagogy, as we hope for teachable moments to emerge and for a productive community to develop within our online courses. [It] offers methods, ideas, and starting points that I hope teachers and researchers take up, try out, fail at, learn from, and build upon to expand the field's corpus of innovative pedagogical strategies for digital composition instruction and of researched insight into how humans write and communicate in an ever-evolving online space."

—Megan Busch, *Composition Forum* 41, Spring 2019

Phoebe Jackson is professor of English at William Paterson University. She has published work in composition studies and on American women writers including Edith Wharton, Willa Cather, Carolyn Chute, Elizabeth Strout, and Harriette Simpson Arnow. With Emily Isaacs, she co-edited the book, *Public Works: Student Writing as Public Text*.

Christopher Weaver is an Associate Professor of English and the Director of the Program in Writing and Rhetoric at William Paterson University. Dr. Weaver writes about composition theory and pedagogy. He is the co-editor of *The Theory and Practice of Grading Writing* which was chosen as the outstanding book of the year in the field of education by *Choice: Current Reviews for Academic Libraries*.

M. Francyne Huckaby

Researching Resistance

Public Education after Neoliberalism

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

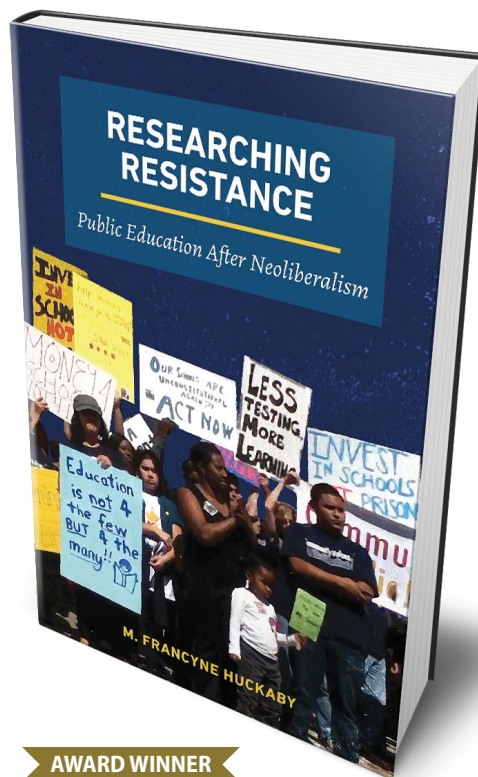
2020 Outstanding Book Award Honorable Mention from Division B
(Curriculum Studies) of the American Educational Research Association

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*.



AWARD WINNER

May 2019 / 230 pages / 6" x 9"

Paper / 9781975500139 / \$42.95

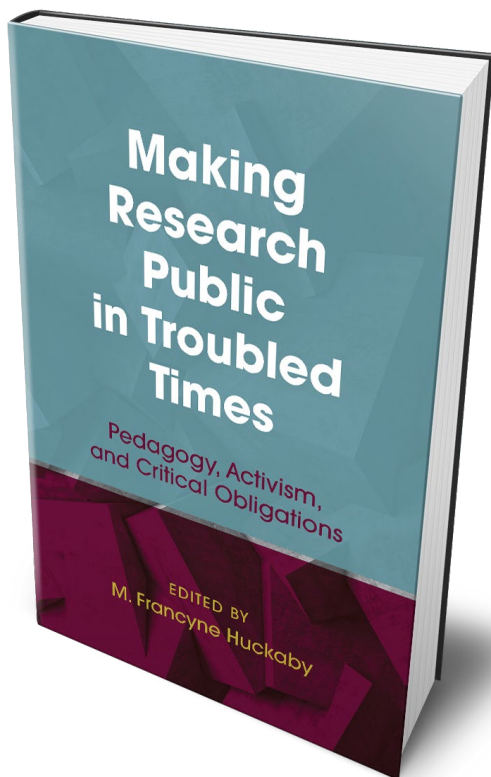
Cloth / 9781975500122 / \$149.95

E-book / 9781975500153 / \$42.95

"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.



Edited by M. Francyne Huckaby

Making Research Public in Troubled Times

Pedagogy, Activism, and Critical Obligations

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

October 2018 / 180 pages / 6" x 9"

Paper / 9781975500283 / \$42.95

Cloth / 9781975500276 / \$149.95

E-book / 9781975500306 / \$42.95

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.

"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*.

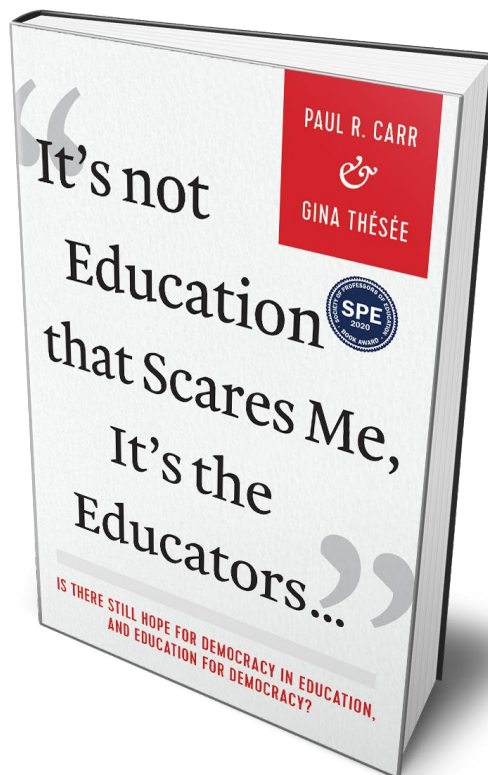
Paul R. Carr and Gina Thésée

“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.



February 2019 / 312 pages / 6" x 9"

Paper / 9781975501433 / \$42.95

Cloth / 9781975501426 / \$149.95

E-book / 9781975501457 / \$42.95

“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

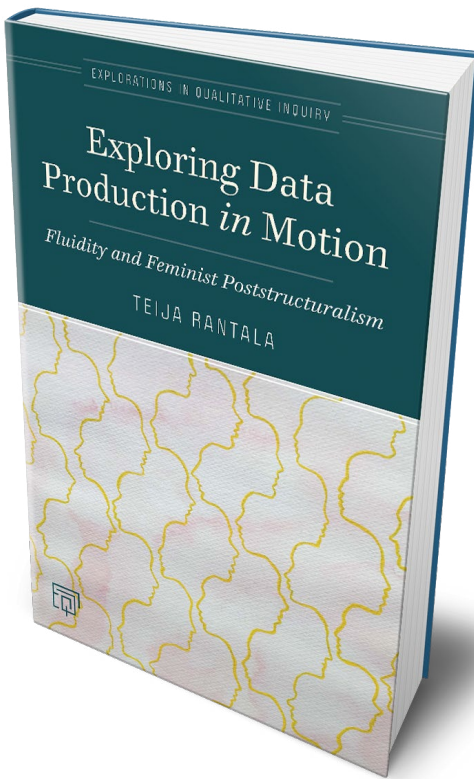
Paul R. Carr (Ed.D., sociology of education, Ontario Institute for Studies in Education at the University of Toronto) is a Full Professor in the Department of Education at the Université du Québec en Outaouais and the Chairholder of the UNESCO Chair in Democracy, Global Citizenship and Transformative 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.

Teija Rantala

Exploring Data Production in Motion Fluidity and Feminist Poststructuralism

Explorations in Qualitative Inquiry Series



October 2019 / 122 pages / 6" x 9"

Paper / 9781975501150 / \$34.95

Cloth / 9781975501143 / \$89.95

E-book / 9781975501174 / \$34.95

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."

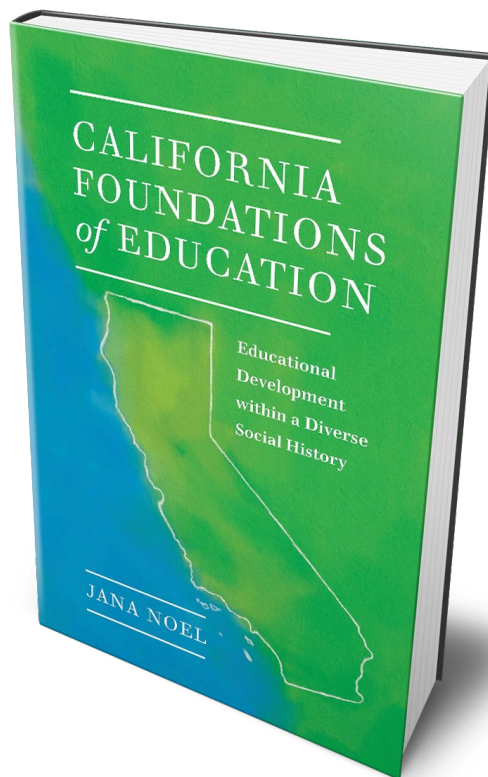
— Reviewed by Nikki Fairchild, University of Portsmouth, United Kingdom for *Education Review*, Vol 27, 2020

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.

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."

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.



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 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.

Suzanne SooHoo, Patricia Huerta, Patty Perales Huerta-Meza, Tim Bolin, and Kevin Stockbridge

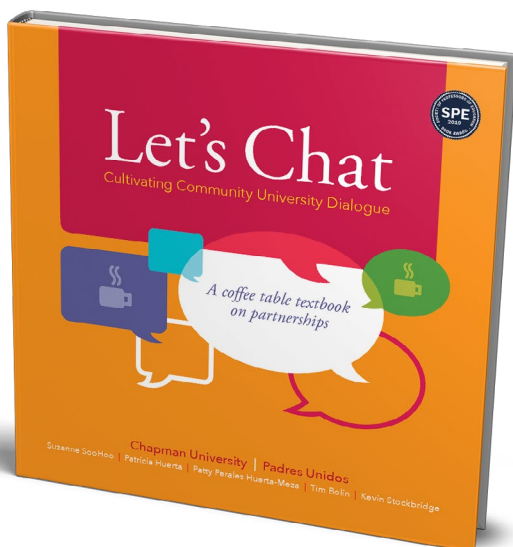
Let's Chat— Cultivating Community University Dialogue A Coffee Table Textbook on Partnerships

2019 SPE Outstanding Book Award Honorable Mention

From the home of the Paulo Freire Democratic Project and non-profit community organization Padres Unidos, the Chapman University Padres Unidos Partnership presents this truly unique coffee table textbook. The volume presents a collection of community stories, concepts and analyses that highlight the journey of border crossings between two co-existing neighbors: a non-profit community organization and a university. Stories from community residents and faculty members represent how they disrupted the barriers that typically divide us by reconceptualizing how universities and communities can work together to reshape the intellectual landscape and reconfigure power differentials. Written with and by the community, this book represents a break-away genre that privileges the “voices of the people” (Freire), accompanied by academic voices, in a format that is accessible, aesthetic and attractive to both community and university audiences.

This book will be useful to:

- academics interested in partnerships, public pedagogy, and community-based research
- students involved in community engagement/service learning
- community organizations
- immigrant families who reveal their wisdom in stories about self, others, and community building within the Chapman University Padres Unidos partnership



AWARD WINNER

April 2018 / 200 pages / 10" x 10"

Paper / 9781975500405 / \$49.95

Cloth / 9781975500399 / \$89.95

E-book / 9781975500429 / \$49.95

"The information generated and transmitted within universities has traditionally resulted in privilege and structures of exclusion. The engaging format of this book, which combines Freire's principles and methodology and the power of story, invites reflection, dialogue and action, modeling how the exceptional partnership of Chapman University and the community organization Padres Unidos, evolved within parameters of inclusion, honoring each other's wisdom and culture, and developing a spirit of human solidarity leading to increased knowledge and effective transformation."

— Alma Flor Ada, Professor Emerita,
University of San Francisco

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.

Patricia Huerta received an A.A. from Cypress College, a B.S. in Human Services from California State University Fullerton, a Master's in Social Work from California State University San Bernardino and a Master's in Catechism from the Dioceses of Orange.

Patty Perales Huerta-Meza received her Master in Clinical Psychology from the American School of Professional Psychology at Argosy University in 2011 and her Doctorate in Clinical Psychology in 2015. She is an Adjunct Professor at Chapman University and Argosy University.

Tim Bolin is an adjunct faculty at Chapman University whose research explores educational, theoretical, and policy interventions that may promote social change. Applying his research, he explores the ways that researchers can ethically, equitable, and democratically engage with the community.

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

Henry A. Giroux

Edited by Jennifer A. Sandlin and Jake Burdick

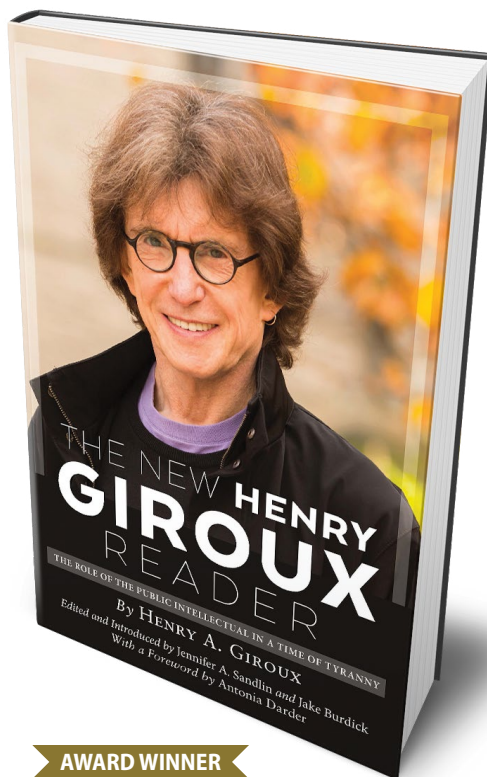
Foreword by Antonia Darder

The New Henry Giroux Reader

The Role of the Public Intellectual in a Time of Tyranny

The New Henry Giroux Reader presents Henry Giroux's evolving body of work. The book articulates a crucial shift in his analyses after the September 11th, 2001 terrorist attack, when his writing took on more expansive articulations of power, politics, and pedagogy that addressed education and culture in forms that could no longer be contained via isolated reviews of media, schooling, or pedagogical practice. Instead, Giroux locates these discourses as a constellation of neoliberal influences on cultural practices, with education as the engine of their reproduction and their cessation.

The New Henry Giroux Reader also takes up Giroux's proclivity for using metaphors articulating death as the inevitable effect of neoliberalism and its invasion of cultural policy. Zombies, entropy, and violence permeate his work, coalescing around the central notion that market ideologies are anathema to human life. His early pieces signal an unnatural state of affairs seeping through the fabric of social life, and his work in cultural studies and public pedagogy signals the escalation of this unease across educative spaces. The next sections take up the fallout of 9/11 as an eruption of these horrific practices into all facets of human life, within traditional understandings of education and culture's broader pedagogical imperatives. The book concludes with Giroux's writings on education's vitalist capacity, demonstrating an unerring capacity for hope in the face of abject horror.



AWARD WINNER

October 2018 / 428 pages / 7" x 10"

Paper / 9781975500757 / \$49.95

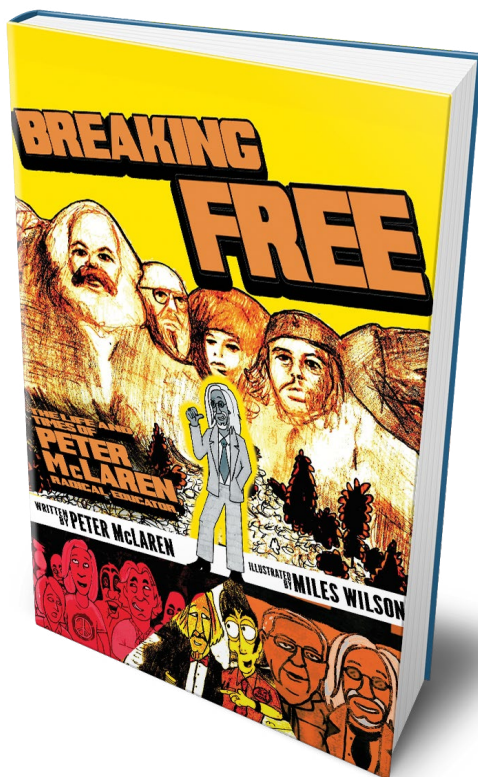
Cloth / 9781975500740 / \$169.95

E-book / 9781975500771 / \$49.95

"The connections between power, politics, and education can be elusive at times, which is intentional by the powers that be. But Giroux has never been fooled or scared to make the connections that explain power and the injustice inflicted on the most vulnerable. Giroux's body of work is clear, concise, razor sharp, and aimed at not only examining power, but also its impact on human life. The New Henry Giroux Reader is indispensable for anyone interested in understanding and undoing this American horror story we are all living."

—Bettina L. Love, Associate Professor, University of Georgia,
Department of Educational Theory & Practice

Henry A. Giroux currently holds the McMaster University Chair for Scholarship in the Public Interest in the English and Cultural Studies Department and the Paulo Freire Distinguished Scholar Professorship in Critical Pedagogy. In 2002, he was named as one of the top fifty educational thinkers of the modern period in *Fifty Modern Thinkers on Education: From Piaget to the Present*.



Peter McLaren
Illustrated by Miles Wilson

Breaking Free The Life and Times of Peter McLaren, Radical Educator

Long before he became a renowned Critical Studies professor at Chapman University, Peter McLaren was just another Toronto native trying to survive in a conservative working-class family. His father fought in WWII while his mother put food on the table, but—like his father—Peter was caught in his own battles dodging abusive teachers and navigating through an academic roller-coaster. Sure, his home life may be ripped from a '50s sitcom on the surface; but his background and the rest of his life from that point on was far from one... or maybe it was. This book chronicles Peter's cross-country climb up the educational ladder as a teacher steeped in the school system, his encounters with various key players in history—from the Black Panthers to Timothy Leary, and everything else in between.

February 2019 / 120 pages / 7" x 10"

Paper / 9781975501693 / \$29.95

E-book / 9781975501716 / \$29.95

"Albert Einstein once said that a life lived in the service of others is a life worth living. Now comes the story of Peter McLaren. The life and times of this renowned radical educator, as recounted in these engaging pages, holds up a mirror in whose reflection we see the great aspirations of our age. At once a piece of art, social criticism, and critical pedagogy, here is a portrait of the contemporary struggles of the oppressed, told to the backdrop of McLaren's biography. Nothing less than a modern epic!"

—William I. Robinson, Author of *Into the Tempest: Essays on the New Global Capitalism*

Peter McLaren is Distinguished Professor in Critical Studies at Attallah College of Educational Studies, Chapman University and Chair Professor, Northeast Normal University, China. A political activist and award-winning author, he has published 50 books in the areas of political sociology of education, critical pedagogy and liberation theology.

Miles Wilson is an artist, filmmaker, and currently attending Chapman University at Dodge College to obtain his master's degree in film editing. During that time, he's been working freelance as an editor for small independent shorts while dabbling in storyboard drawing concept art on the side.

Edited by Eleanor J. Blair

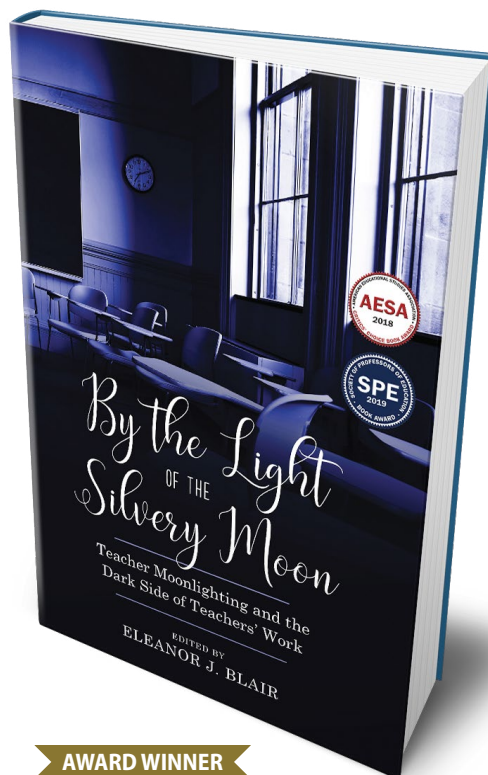
By the Light of the Silvery Moon Teacher Moonlighting and the Dark Side of Teachers' Work

A 2018 AESA Critic's Choice Award Winner

A 2019 SPE Outstanding Book Award Winner

Teacher moonlighting has been studied and documented since at least the early 1960s, and yet, it can be easily argued that the phenomenon is still not understood. Teachers moonlight in higher numbers than other professions, and while most teachers claim that they do it for the money, increases in their compensation have not reduced the practice.

By the Light of the Silvery Moon is the first book to provide a thorough review of the research on the topic, looking deeply into the intricate workings of a profession that is at least imperiled or, in the best of scenarios, a profession that is in transition. Teachers play a critical role in society, so teaching needs to be a sustainable profession where teachers may still moonlight, but the opportunities to expand the status as well as the content and context of their work are unlimited. This book fills an important gap in the literature by bringing together the research and situating it within a broader conversation about teachers' work.



AWARD WINNER

April 2018 / 200 pages / 6" x 9"

Paper / 9781975500177 / \$39.95

Cloth / 9781975500160 / \$149.95

E-book / 9781975500191 / \$39.95

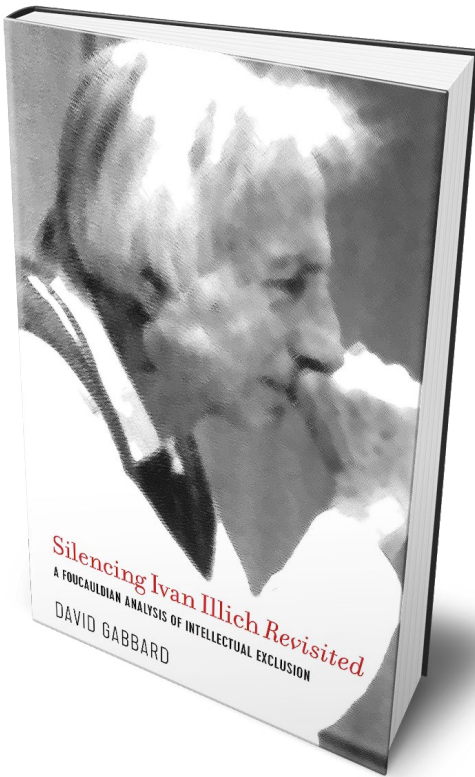
"Through careful curation of wide-ranging studies and essays, Eleanor J. Blair demonstrates that teacher moonlighting is ubiquitous, covert, and ripe with potential for supporting new conceptions of teacher professionalism. As such, this book is a worthwhile read for teachers, administrators, teacher educators, researchers, and policymakers interested in understanding the implications of teachers' work."

—Review excerpt by Mickey Diamond, Montclair State University for *The Educational Forum*, VOL. 84, NO. 3

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.

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.

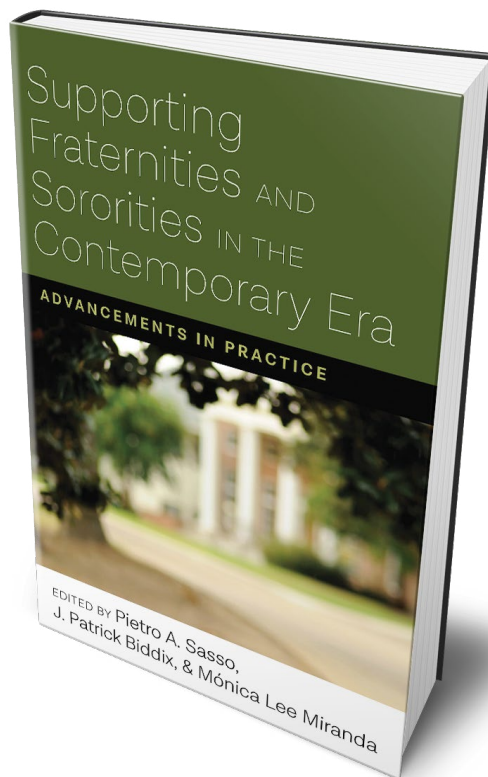
Edited by Pietro A. Sasso, J. Patrick Biddix,
and Mónica Lee Miranda

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.



December 2019 / 286 pages / 7" x 10"

Paper / 9781975502683 / \$45.95

Cloth / 9781975502676 / \$179.95

E-book / 9781975502706 / \$45.95

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

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

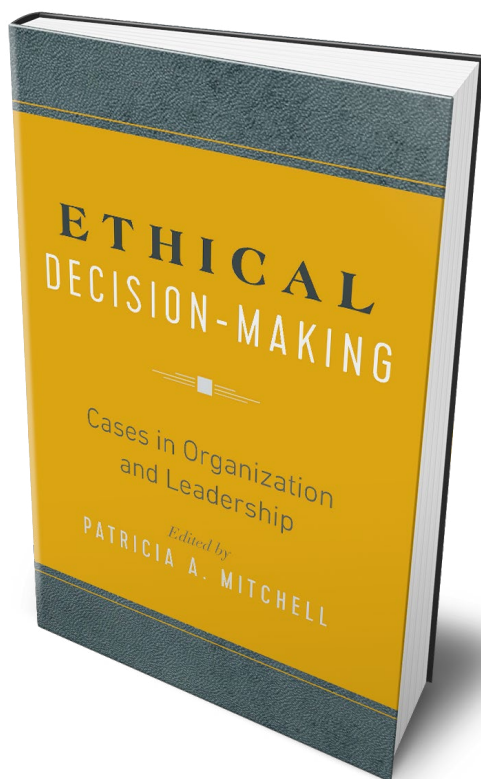
Pietro Sasso has over 10 years of professional and teaching experience in postsecondary education. As an administrator, his experience is exceptionally diverse, spanning several educational administrative functional areas. As a scholar, he has written and co-edited 7 texts, authored over 35 scholarly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

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.

Edited by Patricia A. Mitchell

Ethical Decision-Making Cases in Organization and Leadership



July 2019 / 208 pages / 6" x 9"

Paper / 9781975500832 / \$42.95

Cloth / 9781975500825 / \$149.95

E-book / 9781975500856 / \$42.95

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.

"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.

Edited by Joseph L. DeVitis and Pietro A. Sasso

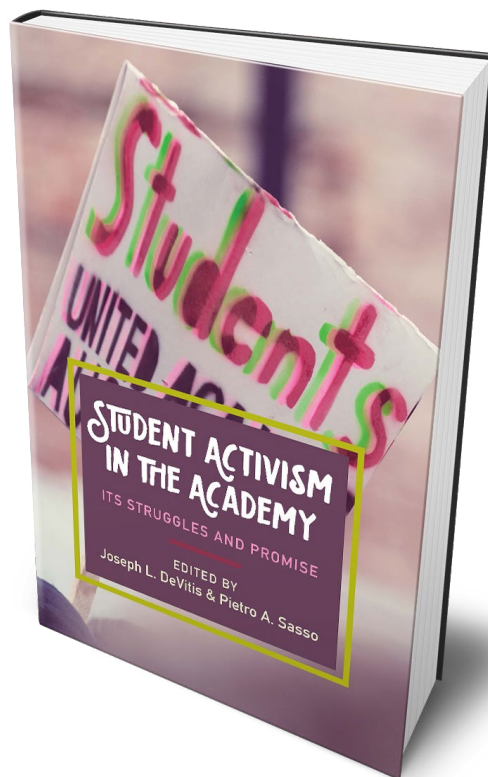
Student Activism in the Academy Its Struggles and Promise

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.

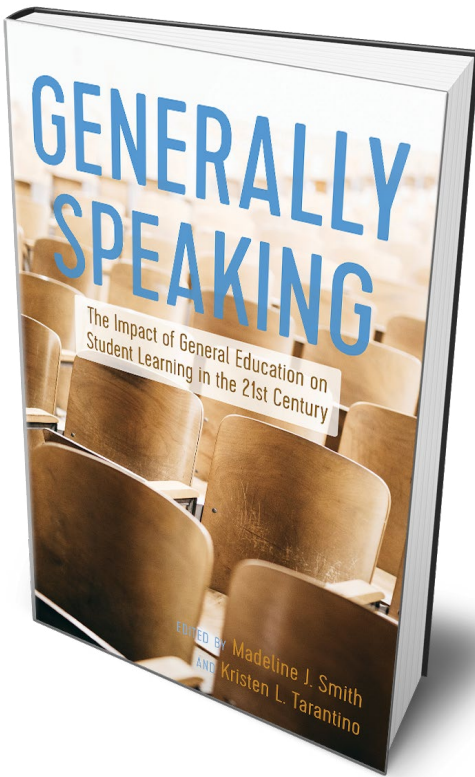
Pietro A. Sasso is Assistant Professor and Program Director of College Student Personnel Administration at Southern Illinois University Edwardsville. He has published over 30 scholarly articles and book chapters and the editor of several books. His research interests include identity construction of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

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



July 2019 / 159 pages / 7" x 10"

Paper / 9781975501235 / \$55.95

Cloth / 9781975501228 / \$149.95

E-book / 9781975501259 / \$55.95

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.

"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

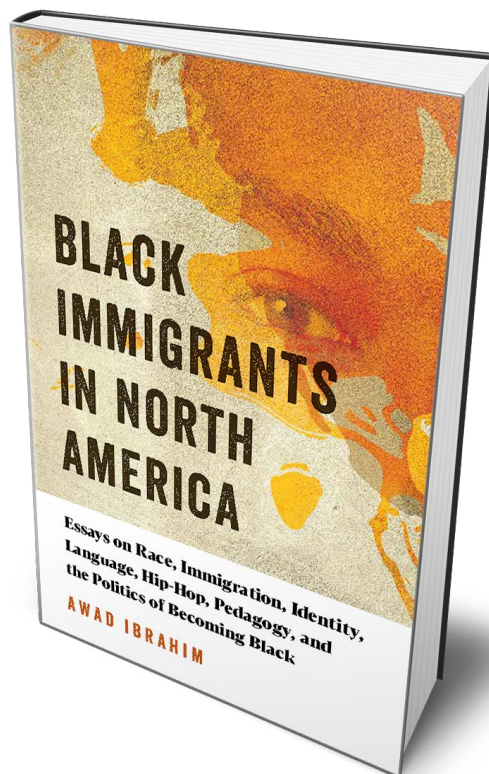
Madeline J. Smith (Ph.D. in Educational Policy, Planning, and Leadership, College of William and Mary) currently holds a position in the academic affairs division of the Johns Hopkins University School of Advanced International Studies, where she is responsible for the oversight of assessment and research. 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.

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

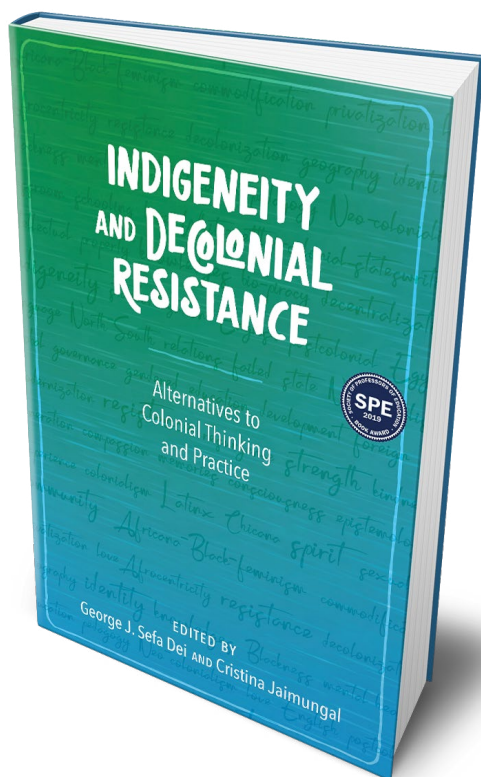
Cloth / 9781975501969 / \$149.95

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.



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 de-colonization, 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.

"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.

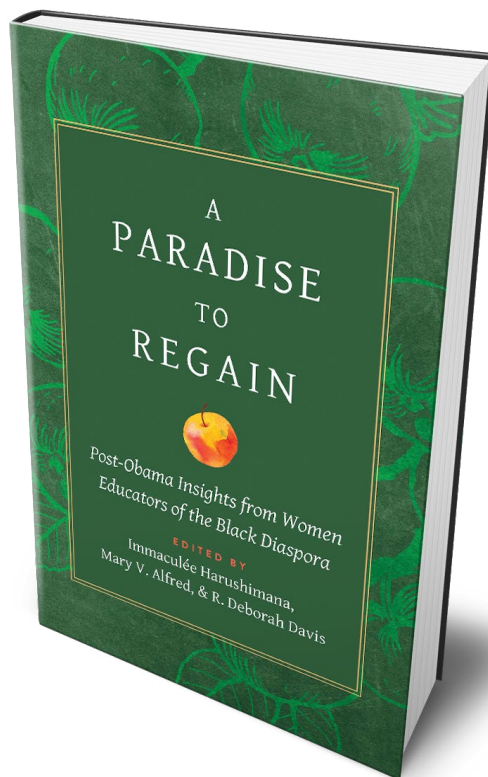
Cristina Jaimungal is a Master of Arts student in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education, University of Toronto. Her professional experiences center on child development in the classroom. Her research interests lie in teacher influences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

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

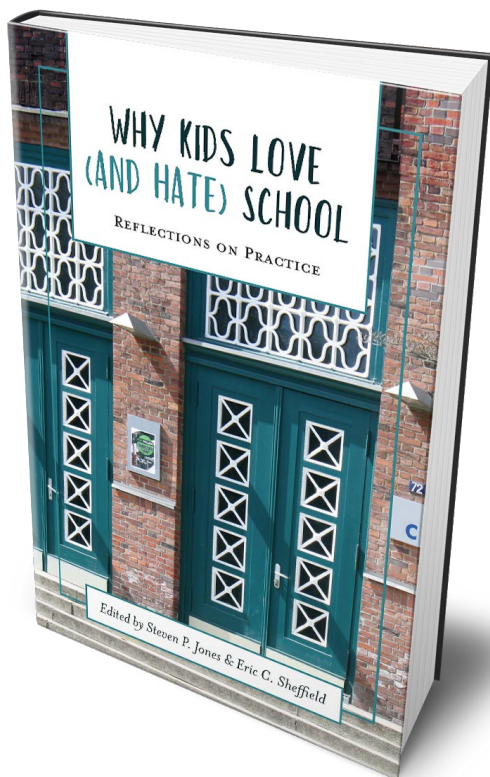
"In this book, expert and powerful voices deliver impactful and encouraging messages, particularly to those of us who are still trying to figure out our space and place at home, on the streets, in the classroom, on campuses, in politics, and yes, in the world."

—Jeanine Ntihirageza, 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 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.

Edited by Steven P. Jones and Eric C. Sheffield

Foreword by Laura Ruth Johnson

Why Kids Love (and Hate) School

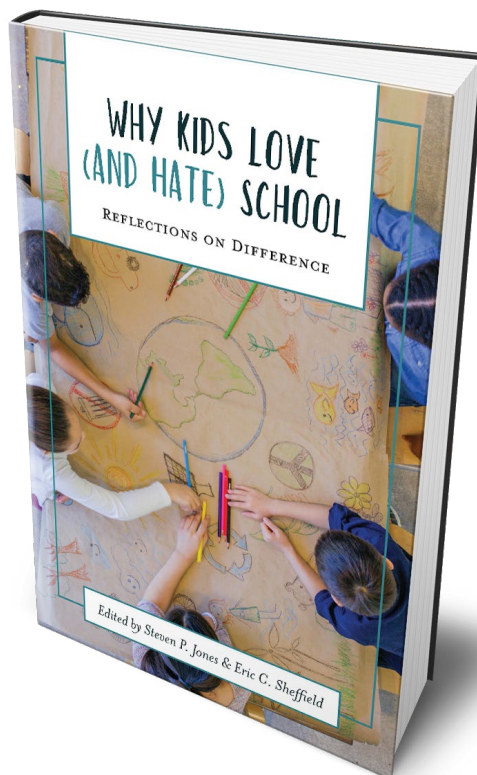
Reflections on Difference

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.



April 2018 / 240 pages / 6" x 9"

Paper / 9781975500672 / \$42.95

Cloth / 9781975500665 / \$149.95

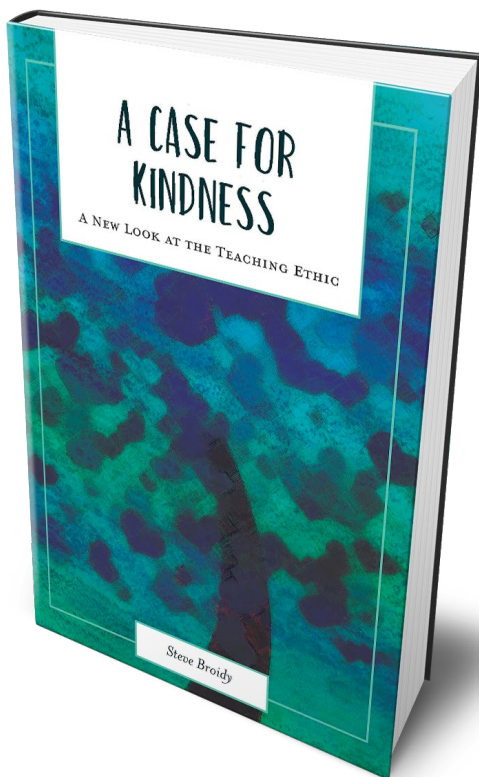
E-book / 9781975500696 / \$42.95

"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

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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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.

July 2019 / 120 pages / 6" x 9"

Paper / 9781975502010 / \$42.95

Cloth / 9781975502003 / \$149.95

E-book / 9781975502034 / \$42.95

"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.

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