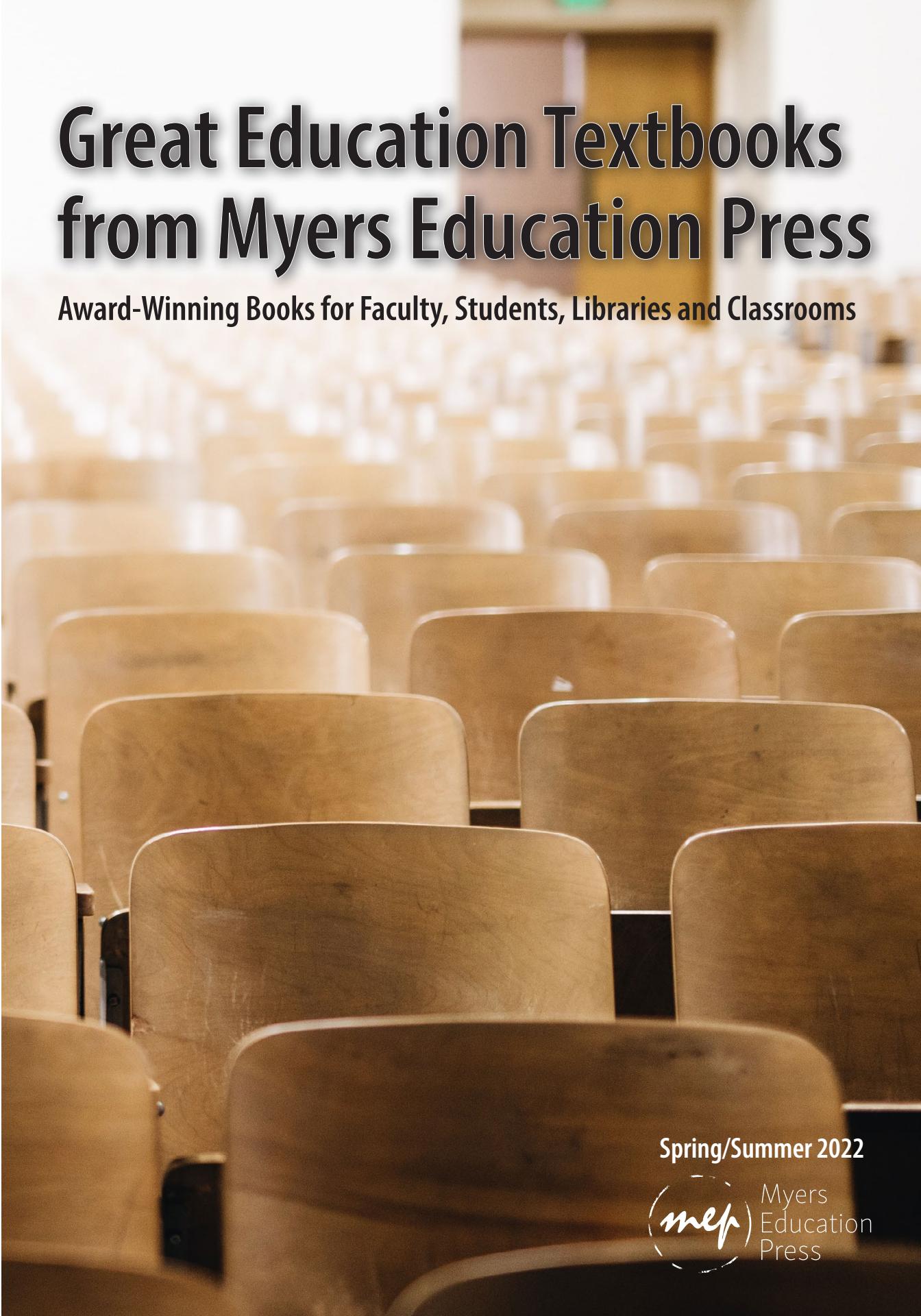


Great Education Textbooks from Myers Education Press

Award-Winning Books for Faculty, Students, Libraries and Classrooms



Spring/Summer 2022

 meP Myers
Education
Press

Dear colleagues,

Myers Education Press continues to grow and thrive as we build innovative, influential textbook lists in a variety of disciplines within the field of education. As you browse this catalog, remember that many of our titles are used as primary texts in undergraduate and graduate classrooms. There may be a few that could work well with your own students.

While I would love to highlight every important title on our textbook list, space doesn't allow for it, so here are a few particularly important volumes worth mentioning:

- books and teaching guides in **Improvement Science** are very important to us as we contribute to helping schools to perform better. In particular:
 - * *Improvement Science in Education: A Primer*, by Brandi Hinnant-Crawford (p. 9)
 - * *The Educational Leader's Guide to Improvement Science: Data, Design and Cases for Reflection*, edited by Robert Crow, Brandi Nicole Hinnant-Crawford, and Dean T. Spaulding (p. 10)
 - * *Improvement Science: Promoting Equity in Schools*, edited by Deborah S. Peterson and Susan P. Carlile (p. 6)
 - * *The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and their Students*, by Jill Alexa Perry, Debby Zambo, and Robert Crow (p. 8)
- core to our mission statement is the promotion of books and content devoted to **Social Justice** and **Transformative Education**:
 - * *Learning That Matters: A Field Guide to Course Design for Transformative Education* by Caralyn Zehnder, Cynthia Alby, Karynne Kleine, and Julia Metzker (p. 37)
 - * *The Activist Academic: Engaged Scholarship for Resistance, Hope and Social Change*, by Colette Cann and Eric DeMeulenaere (p. 13)
 - * *Mistakes We Have Made: Implications for Social Justice Educators*, edited by Bre Evans-Santiago (p. 14)
 - * *Acts of Resistance: Subversive Teaching in the English Language Arts Classroom*, edited by Jeanne Dyches, Brandon Sams, and Ashley S. Boyd (p. 16)
 - * *Making Sense of Race in Education: Practices for Change in Difficult Times*, by Jessica A. Heybach and Sheron Fraser-Burgess (p. 50)

- while our **Black Studies** list is comprised of a significant number of great books, two in particular are:
 - * *We Be Lovin' Black Children: Learning to Be Literate About the African Diaspora*, edited by Gloria Swindler Boutte, Joyce Elaine King, George Lee Johnson, Jr., and LaGarrett J. King (p. 47)
 - * *African-Centered Education: Theory and Practice*, edited by Kmt G. Shockley and Kofi Lomotey (p. 49)
- finally, a bit of a mixed bag of important titles for the classroom:
 - * *Ideas That Changed Literacy Practices: First Person Accounts from Leading Voices*, edited by Dennis Sumara and Donna E. Alvermann (p. 34)
 - * *Children and Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities*, by Brianne Kramer and Jennifer McKenzie (p. 44)
 - * *Transformative Autoethnography for Practitioners: Change Processes and Practices for Individuals and Groups*, by Kathy-Ann C. Hernandez, Heewon Chang, and Wendy A. Bilgen (p. 18)

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Best wishes,
Chris Myers
President and Publisher
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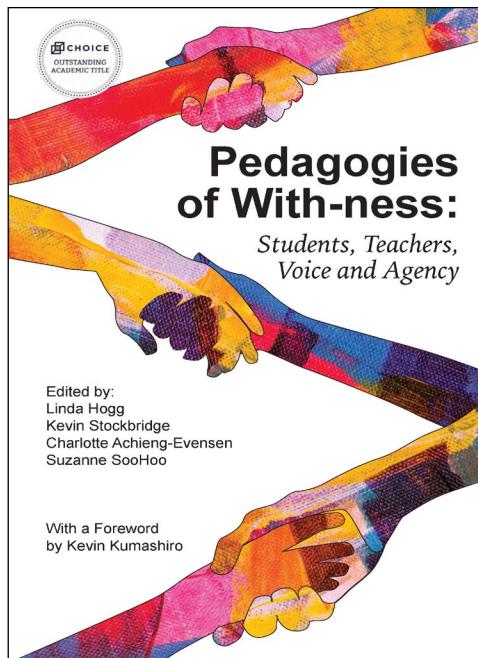
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Our Award-Winning Titles

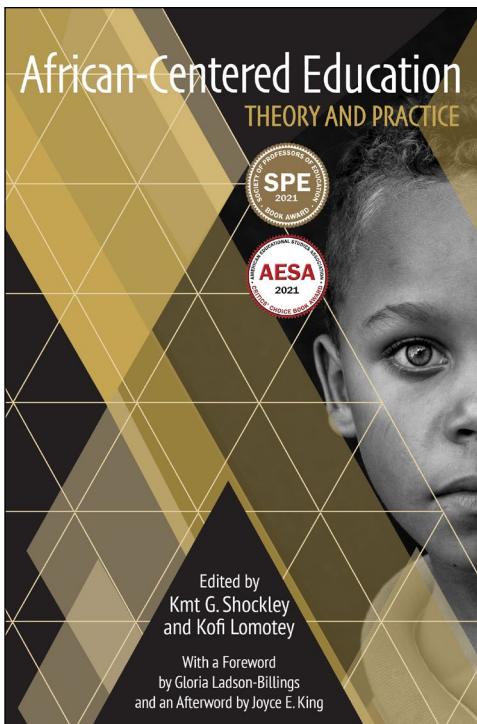
We are always honored when one of our books receives recognition from an academic organization that chooses it to receive a book award.

The next few pages provide a complete list of our award-winning titles.

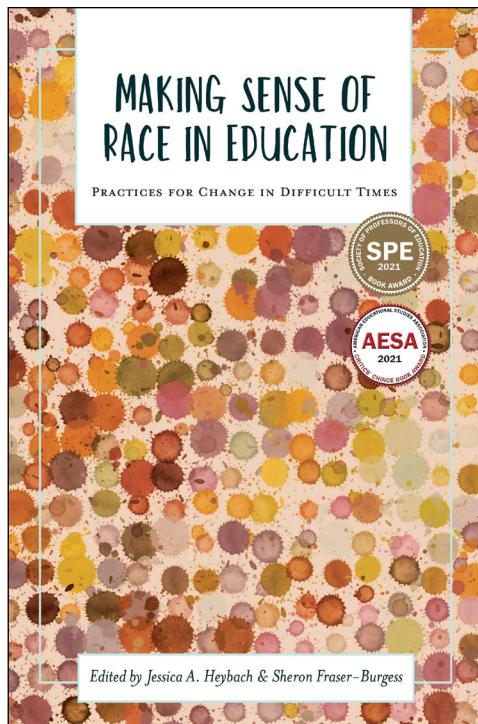
Many of them are great for your classroom!



2021 CHOICE Outstanding Academic Title

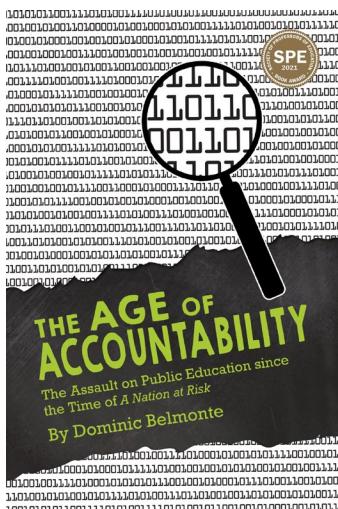


2021 AESA Critic's Choice Award Winner
2021 SPE Outstanding Book Award Winner

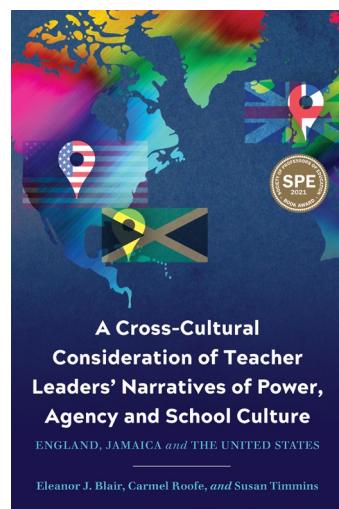


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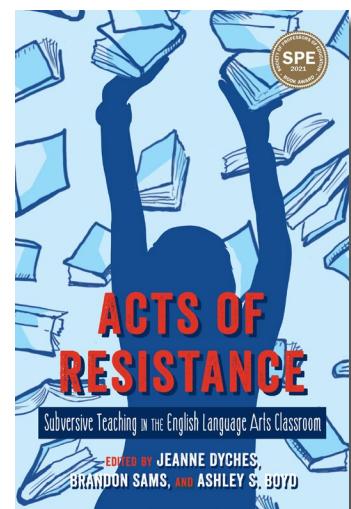
AWARD WINNERS



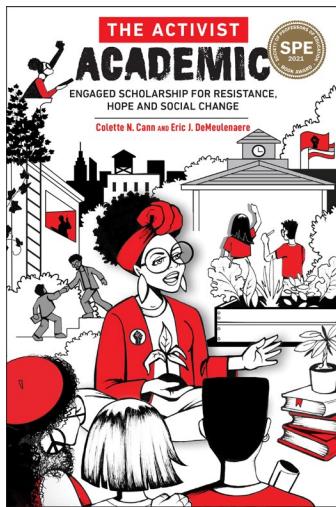
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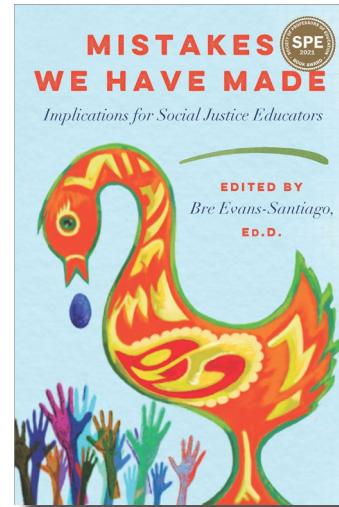
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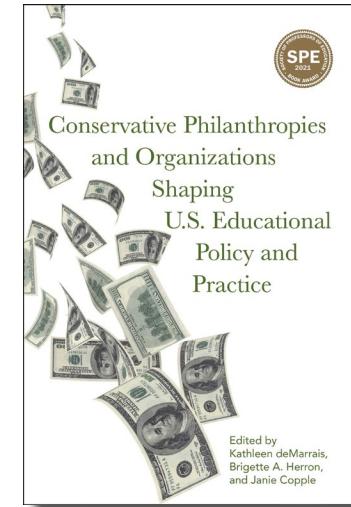
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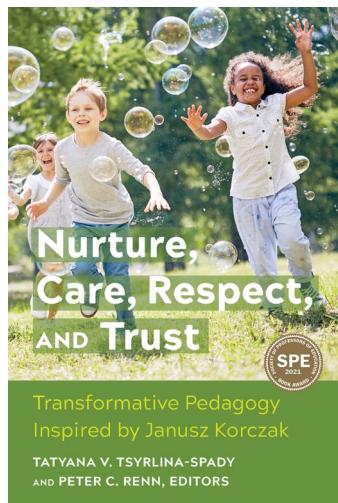
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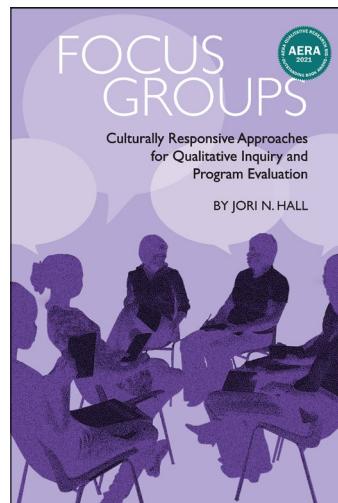
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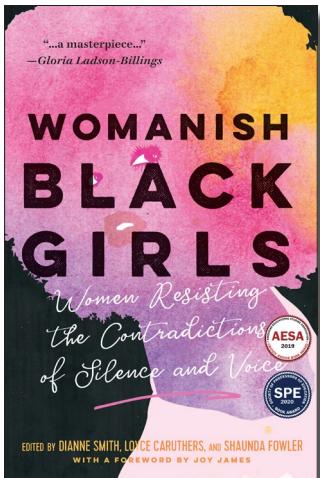
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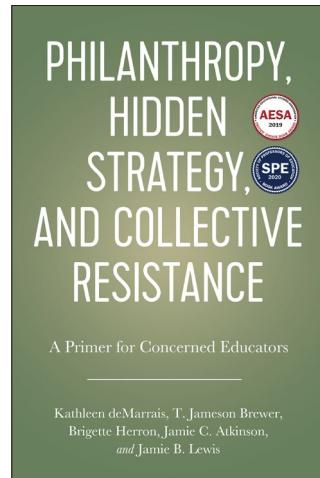
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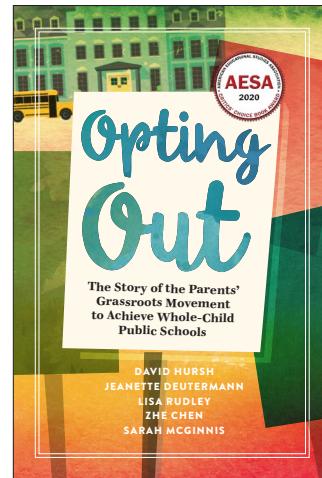
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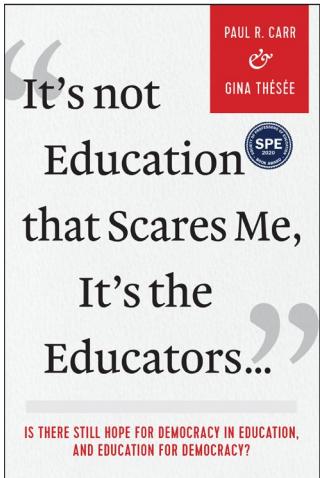
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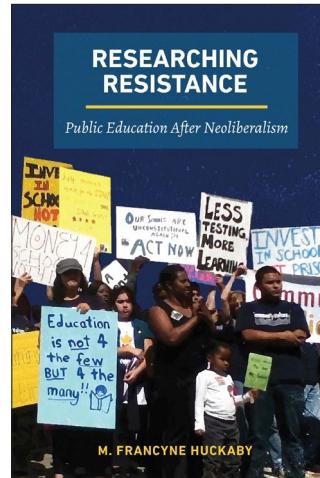
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2019 AESA Critic's Choice Award Winner



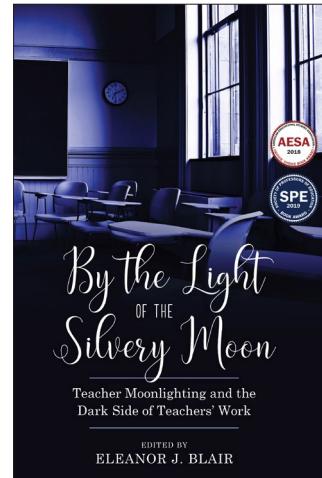
2020 AESA Critic's Choice Award Winner



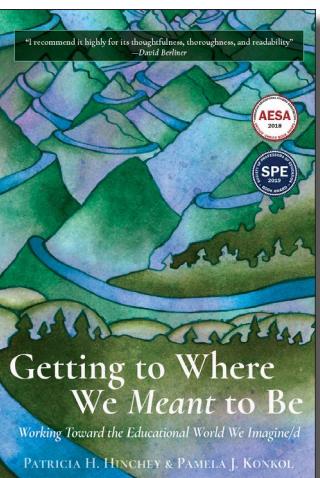
2020 SPE Outstanding Book Award Honorable Mention



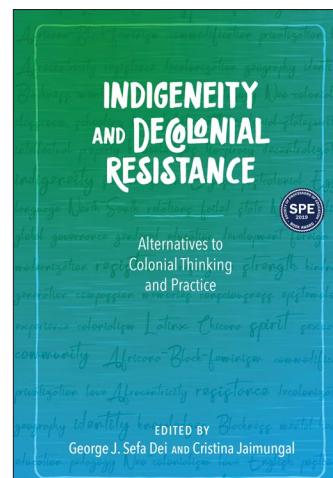
2020 Outstanding Book Award
Honorable Mention from Division B
(Curriculum Studies) of AERA



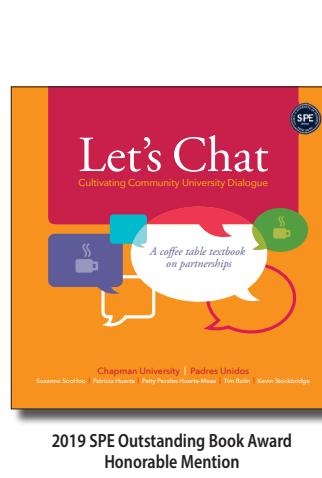
2018 AESA Critic's Choice Award Winner
2019 SPE Outstanding Book Award Winner



2018 AESA Critic's Choice Award Winner
2019 SPE Outstanding Book Award Winner



2019 SPE Outstanding Book Award
Honorable Mention



2019 SPE Outstanding Book Award
Honorable Mention

Deborah S. Peterson and Susan P. Carlile

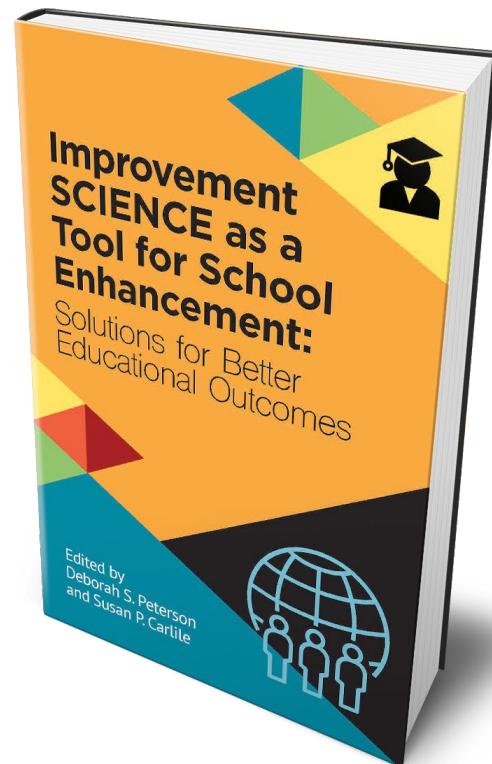
Improvement Science as a Tool for School Enhancement

Solutions for Better Educational Outcomes

Improvement Science in Education and Beyond Series

Improvement Science as a Tool for School Enhancement: Solutions for Better Educational Outcomes is a collection of equity-focused improvement science-in-action, school-based case studies led by practitioners. Chapter authors tell us how and why improvement science principles make system-wide improvements in classroom practice, how they learned from the problems encountered and further, how they were then able to make changes within a school or district. A core principle of improvement science is variability in context (what works for whom and under what conditions), a critical concept for improvement in each of the case studies. Each team analyzed their problem of practice from the perspective of the unique conditions in their context, considering what might work, and what might not work, and when the changes could be expanded for implementation school- or district-wide.

The editors and contributors provide examples of how to use the processes and tools of improvement science to increase equity system-wide. How to use improvement science to address educational disparities system-wide with urgency, commitment, and a belief in the success of every child, of every race, every ethnicity, gender, ability, and cultural identity, is the essence of this book.

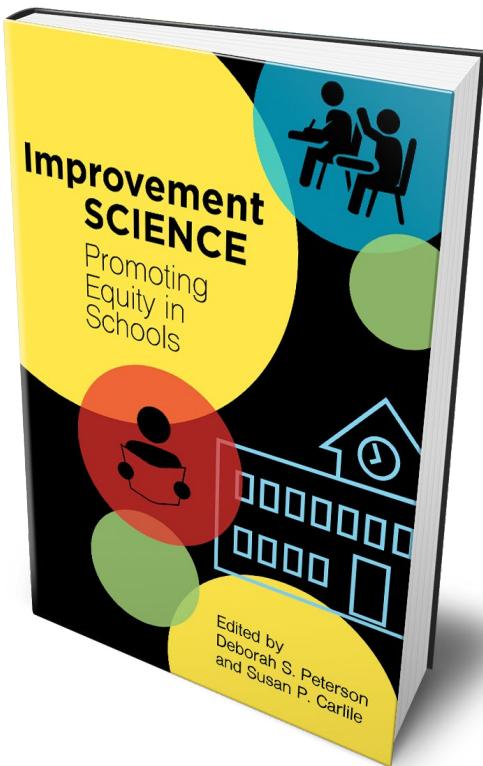


February 2022
312 pages / 6" x 9"

Paper / 9781975504793 / \$29.95
E-book / 9781975504816 / \$29.95

Deborah Peterson (MA, Portland State University; EdD, Lewis and Clark College) is an associate professor at Portland State University. In her previous career as a school leader, she was known for increasing equity, community engagement, and student voice while dramatically improving student outcomes. Her teaching and research focus on preparing current and future school leaders to serve as anti-racist, culturally responsive leaders for equity. Her work has been published in numerous journals. The recipient of numerous grants for her work on equity, her current research includes examining the experiences of women leaders and leaders of color in numerous professions.

Susan Carlile (MA, University of Oregon; graduate work in education, University of Washington and Harvard University) is a professor of practice and program lead for the Educational Leadership and Policy Program. She has facilitated the leadership development of over 600 school leaders, received 18 grants for her work, and presented and published in dozens of state, national and international forums of leadership. Most recently, her research has focused on examining the issues facing women in leadership positions and strategies for navigating the workplace to ensure gender, racial, ethnic, linguistic and socio-economic equity in education.



September 2021 / 125 pages / 6" x 9"

Paper / 9781975504670 / \$27.95
E-book / 9781975504694 / \$27.95

Deborah Peterson and Susan Carlile

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. From questions such as "how do I develop a love of reading in my classroom?" to "how can I better manage student behavior during independent learning time?" to "what should we do to make sure kids of all races read at grade level by third grade" to "how could we include families of all backgrounds as partners in learning" or "how do we increase our graduation rate among underserved students" or even "how do we reduce theft during lunchtime," 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.

Deborah Peterson (MA, Portland State University; EdD, Lewis and Clark College) is an associate professor at Portland State University. In her previous career as a school leader, she was known for increasing equity, community engagement, and student voice while dramatically improving student outcomes. Her teaching and research focus on preparing current and future school leaders to serve as anti-racist, culturally responsive leaders for equity. Her work has been published in numerous journals. The recipient of numerous grants for her work on equity, her current research includes examining the experiences of women leaders and leaders of color in numerous professions.

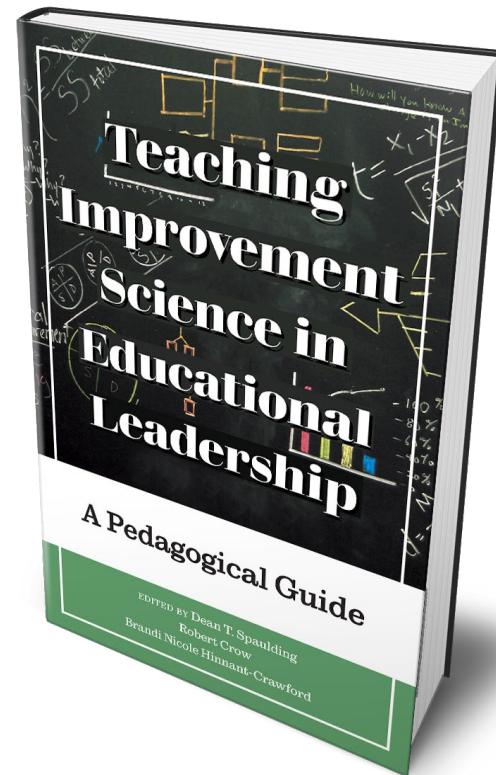
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Edited by Dean T. Spaulding,
Robert Crow, and Brandi Nicole Hinnant-Crawford

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.

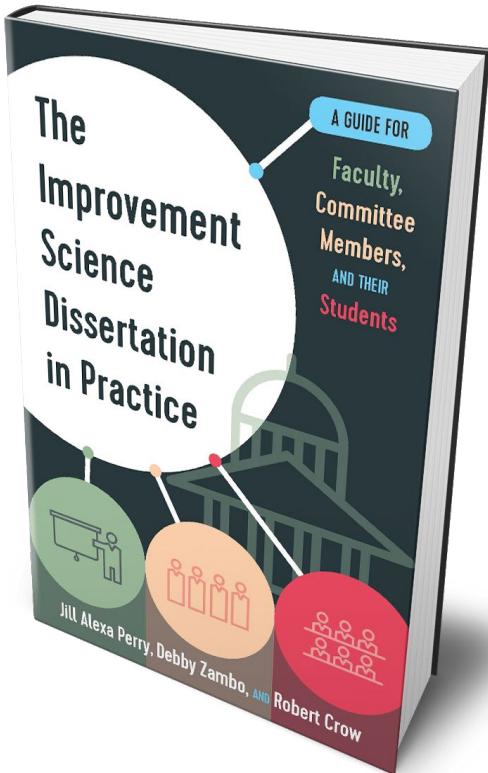
They share here valuable lessons from their own teaching and improvement efforts."

—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.



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.

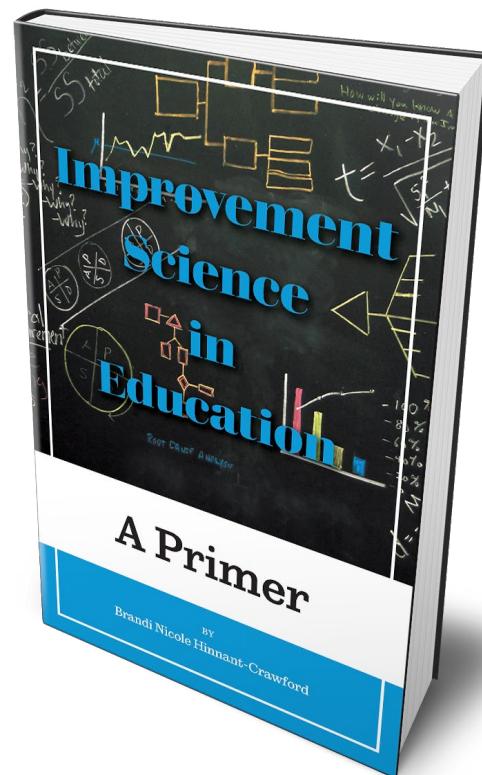
Brandi Nicole Hinnant-Crawford

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.



May 2020 / 230 pages / 6" x 9"

Paper / 9781975503550 / \$22.95

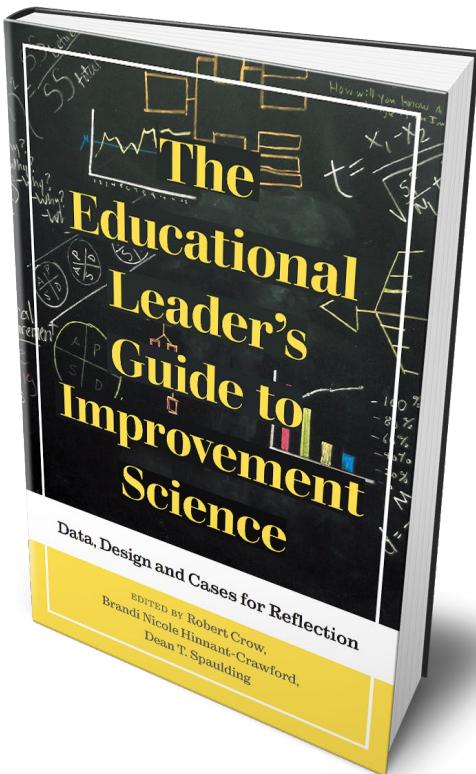
Cloth / 9781975503543 / \$89.95

E-book / 9781975503574 / \$22.95

"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.



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.

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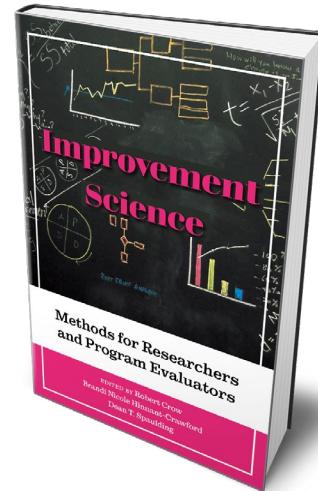
Dean T. Spaulding (PhD in Educational Psychology from SUNY Albany) is the Vice President and Director of Grant Writing and Program Evaluation with Z Score Inc. He is also former chair of the Teaching Evaluation SIG for the American Evaluation Association. Dr. Spaulding currently serves as external evaluator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

Robert Crow, 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

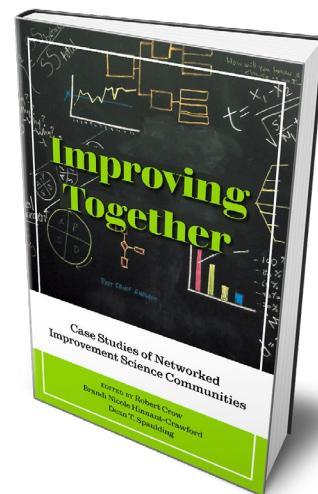
Paper / 9781975503796 / \$39.95
E-book / 9781975503819 / \$39.95

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

Improving Together Case Studies of Networked Improvement Science Communities

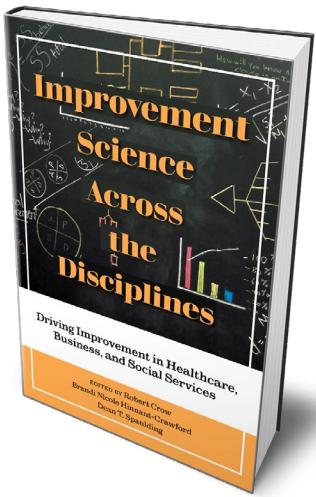
Improvement Science in Education and Beyond Series

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.



Forthcoming

Paper / 9781975503833 / \$39.95
E-book / 9781975503857 / \$39.95



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

Improvement Science Across the Disciplines Driving Improvement in Healthcare, Business, and Social Services

Improvement Science in Education and Beyond Series

Improvement Science Across the Disciplines: Driving Improvement in Healthcare, Business, and Social Services 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

Paper / 9781975503871 / \$39.95

E-book / 9781975503895 / \$39.95

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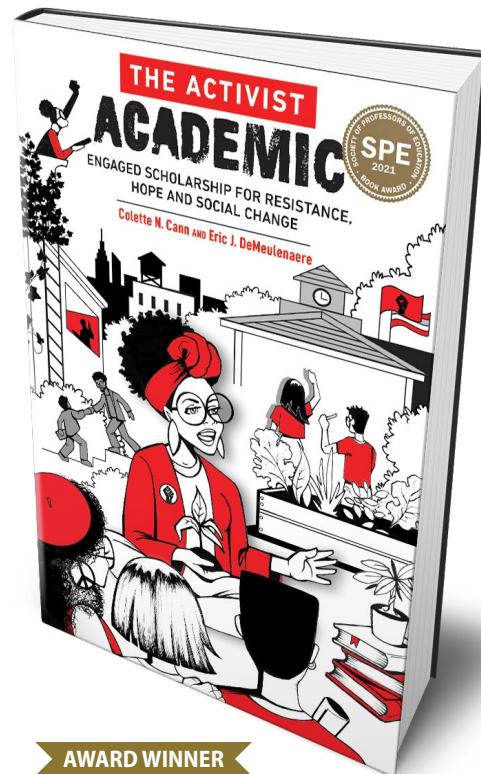
Colette Cann and Eric DeMeulenaere

The Activist Academic

Engaged Scholarship for Resistance, Hope and Social Change

A 2021 SPE Outstanding Book Award Honorable Mention

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 for-bearers 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.



AWARD WINNER

April 2020 / 205 pages / 6" x 9"

Paper / 9781975501396 / \$39.95

Cloth / 9781975501389 / \$139.95

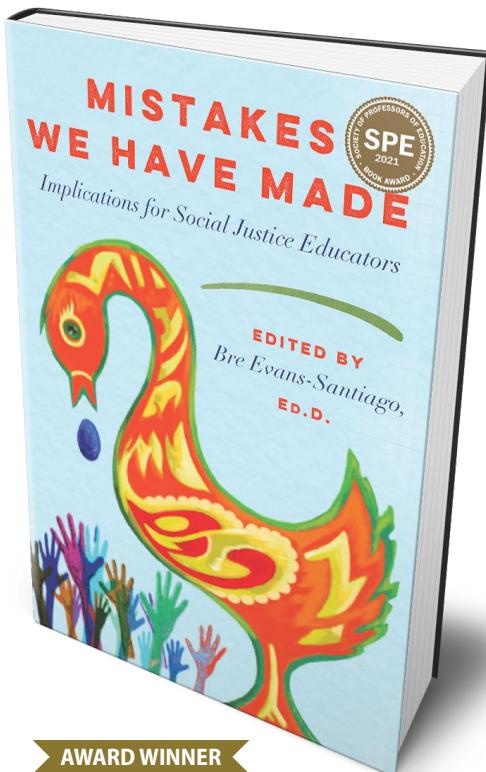
E-book / 9781975501419 / \$39.95

"...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*.



AWARD WINNER

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

A 2021 SPE Outstanding Book Award Honorable Mention

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.

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

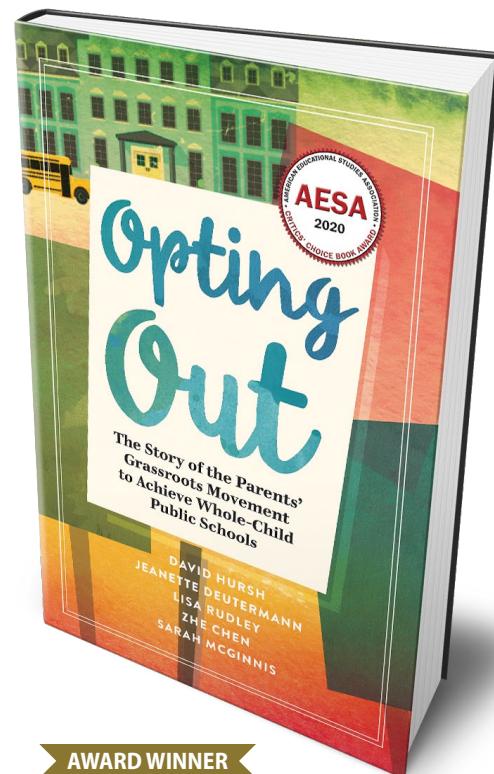
Opting Out

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.



► AWARD WINNER

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)

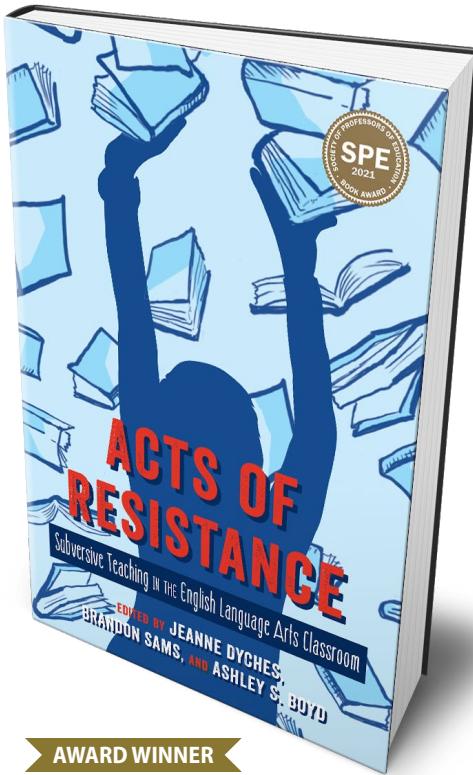
David Hursh is a professor in education at the Warner School, the University of Rochester. He has researched, written, and taught about numerous aspects of education, including neoliberalism and environmental health.

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.



► AWARD WINNER

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

A 2021 SPE Outstanding Book Award Winner

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*.

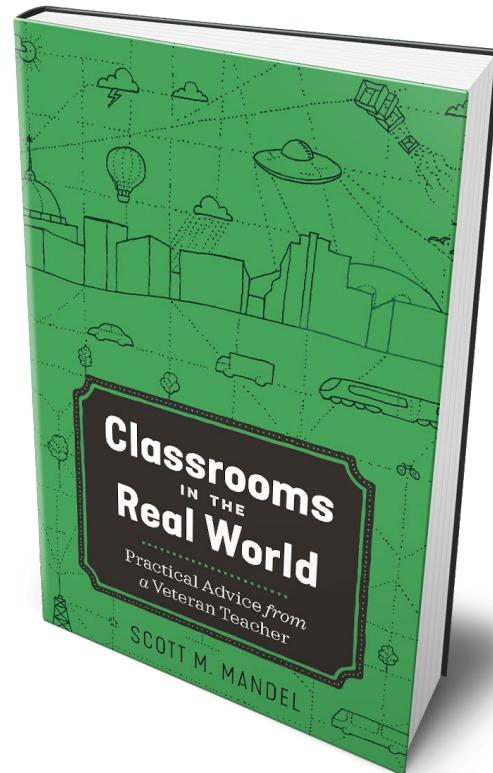
Ashley S. Boyd is an associate professor of English Education at Washington State. She has published in the *Journal of Teacher Education*, *English Education*, *Journal of Adolescent & Adult Literacy*, and the *International Journal of Critical Pedagogy*.

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

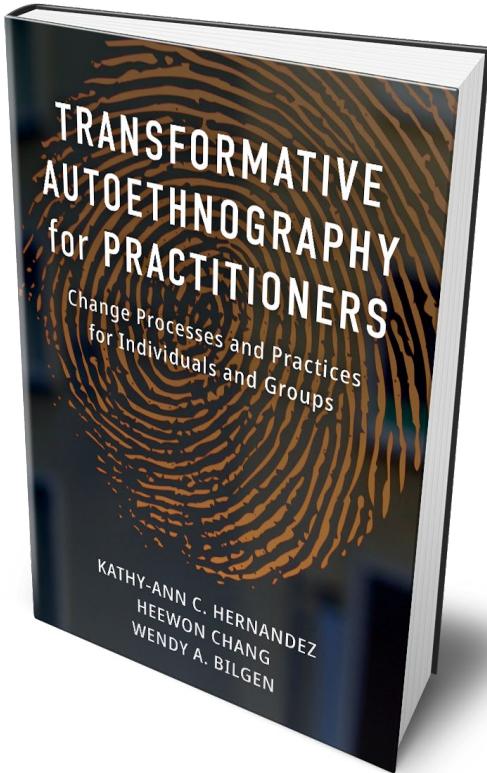
Cloth / 9781975503345 / \$69.95

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.



March 2022 / 160 pages / 6" x 9"

Paper / 9781975504878 / \$33.95
E-book / 9781975504892 / \$33.95

"What a remarkable and timely contribution to autoethnographic research! Especially to practitioners, but also to all of us who value autoethnography for the good it can add to our world."

—Carolyn S. Ellis, Ph.D., Distinguished Professor Emerita of Communication and Sociology, University of South Florida

Kathy-Ann C. Hernandez, Heewon Chang, and Wendy A. Bilgen

Transformative Autoethnography for Practitioners

Change Processes and Practices for Individuals and Groups

Can transformation be the primary goal of autoethnographic research? In this book, the authors provide proof that this is indeed possible. Since autoethnography first appeared as a nascent approach to social inquiry, much has been written about it as a useful addition to the field of qualitative research methods. Over the years, its usage has been extended across various disciplines including the humanities, human services, social sciences, leadership studies, engineering, education, counseling, and even medical education. Notably, the primary function of autoethnography to advance our understanding around sociocultural phenomena has been increasingly paired with a parallel function of the many ways in which this research method can also contribute to practice. However, though its contribution to scholarship is well documented, less has been written about its practical usage as the focal point of inquiry. Yet there is growing evidence that one of the emerging strengths of autoethnography is its transformative capabilities. In *Transformative Autoethnography for Practitioners*, Hernandez, Chang and Bilgen turn the spotlight on autoethnography as a tool for practitioners where the primary goal is to solve real world problems by facilitating transformational change at the individual, group and/or organizational levels. They draw on existing scholarship as well as their collective work and expertise to provide a Transformative Autoethnographic Model (TAM) for use by practitioners who are intent on effecting such changes in their respective contexts.

Kathy-Ann C. Hernandez, Ph.D. is a Professor of Leadership in the College of Business and Leadership and co-chair of the Ph.D. Program in Organizational Leadership at Eastern University in Pennsylvania. She has authored or co-authored several books, book chapters and articles and serves as a co-editor for the International Journal of Multicultural Education.

Heewon Chang, PhD, is Professor at Eastern University, USA, and serves as the Chair of the PhD in Organizational Leadership program. She founded two academic journals, including the International Journal of Multicultural Education, and has published four books, many journal articles and book chapters.

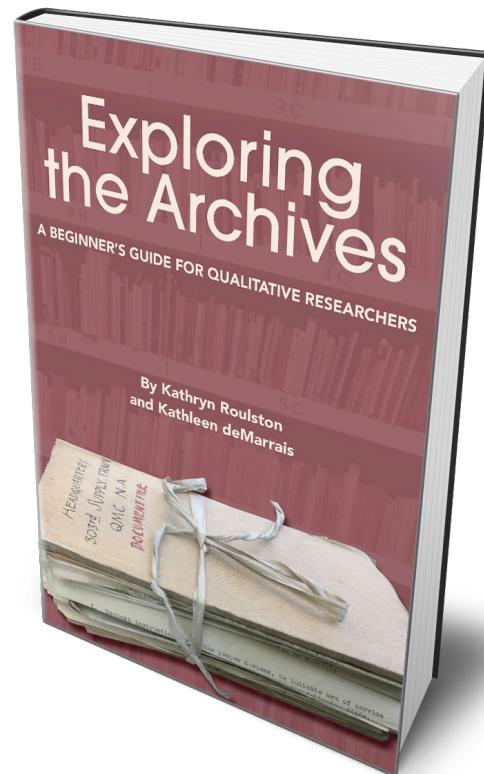
Wendy A. Bilgen is an online adjunct instructor for Cornerstone University, Professional and Graduate Studies (PGS). She also maintains a private counseling and consulting practice in Turkey where she has lived for the past two decades.

Kathryn Roulston and Kathleen deMarrais

Exploring the Archives A Beginner's Guide for Qualitative Researchers

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

This book offers qualitative researchers an entrée into the world of working with archival repositories and special collections. It serves as a primer for students and researchers who might not be familiar with these sorts of collections, but with an interest in what has become known as the “archival turn,” in which the use of archival materials and artifacts in contemporary research has increased dramatically since the 1990s. Suited to novice researchers seeking a general introduction into how special collections are created and how they can be used, the book offers useful, clear guidance on using different types of archives, developing topics for research within the archives, assessing materials available, how to work with archivists and curators, documenting the research process, and writing up an archival study. Archival records and material culture (including manuscripts, documents, audio- and video-recordings, and visual and material culture) housed in special collections provide a wealth of resources for qualitative researchers seeking to conduct research in the social sciences.



June 2021 / 175 pages / 6" x 9"

Paper / 9781975503123 / \$35.95

Cloth / 9781975503116 / \$119.95

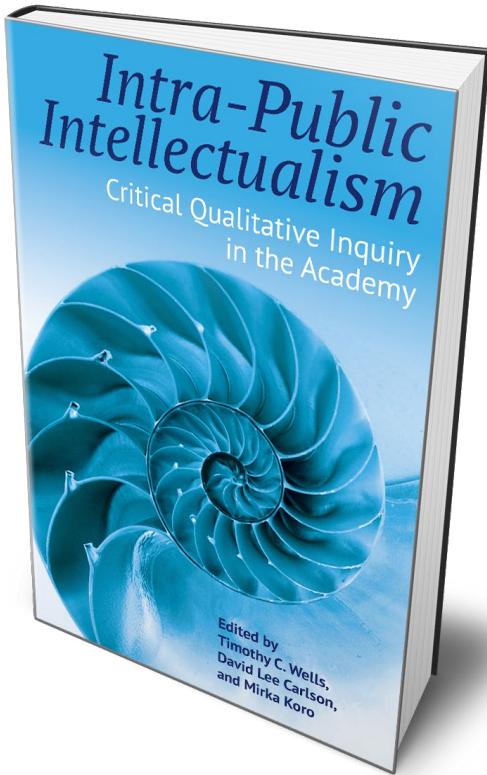
E-book / 9781975503147 / \$35.95

"Roulston and deMarrais' Exploring the Archives: A Beginner's Guide for Qualitative Researchers is a most welcome and needed addition to the qualitative data collection literature. Like a rare find in the archive, this text overflows with rich details and thoughtful considerations of the nuances of archival work. The authors expertly guide readers through all aspects of qualitative archival work. Insightful examples punctuate the procedural work done in the main chapters of the text. This is a rich resource for anyone interested in qualitative archival research."

—Susan Nordstrom, Ph.D., Associate Professor of Educational Research, The University of Memphis

Kathryn Roulston is a professor in the Qualitative Research Program in the College of Education at the University of Georgia in Athens, Georgia, where she teaches qualitative research methods. She is the author of *Reflective Interviewing: A Guide to Theory and Practice* (2010), editor of *Interactional Studies of Qualitative Interviews* (2019), and a contributor to a variety journals and book collections.

Kathleen deMarrais is a professor in the Department of Lifelong Education, Administration and Policy at the University of Georgia. She had written a variety of journal articles and chapters in collections. Her recent books include In addition to numerous articles and book chapters, her books include: *A Primer for Concerned Educators: Philanthropy, Hidden Strategy, and Collective Resistance* (with T. J. Brewer, J.C. Atkinson, B. Herron & J. B. Lewis) and *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. (with S. Lapan).



September 2020 / 210 pages / 6" x 9"

Paper / 9781975502485 / \$34.95

Cloth / 9781975502478 / \$129.95

E-book / 9781975502508 / \$34.95

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 ongoing 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.

"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).

Jori N. Hall

Focus Groups

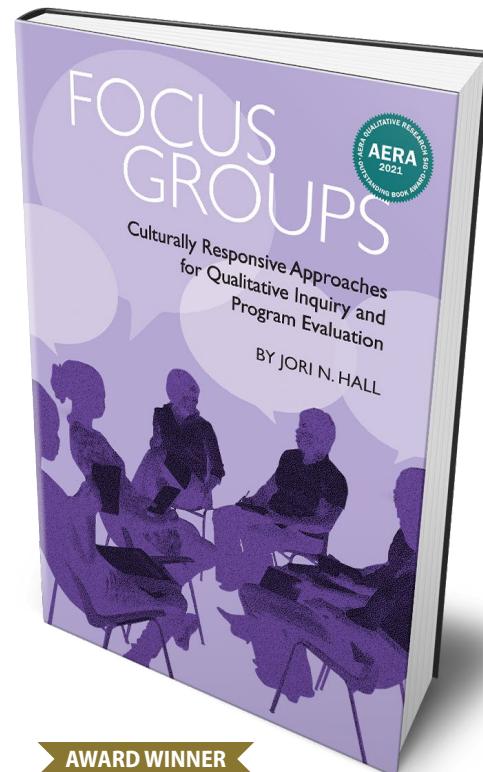
Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation

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.



AWARD WINNER

March 2020 / 175 pages / 6" x 9"

Paper / 9781975501938 / \$42.95

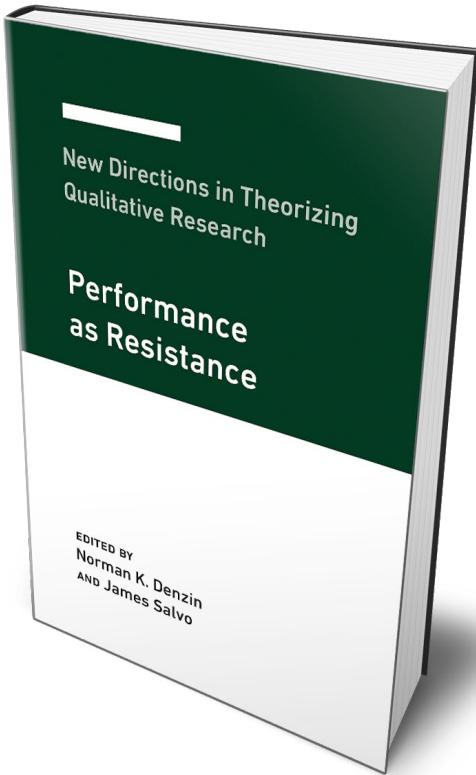
Cloth / 9781975501921 / \$149.95

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

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*.



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.

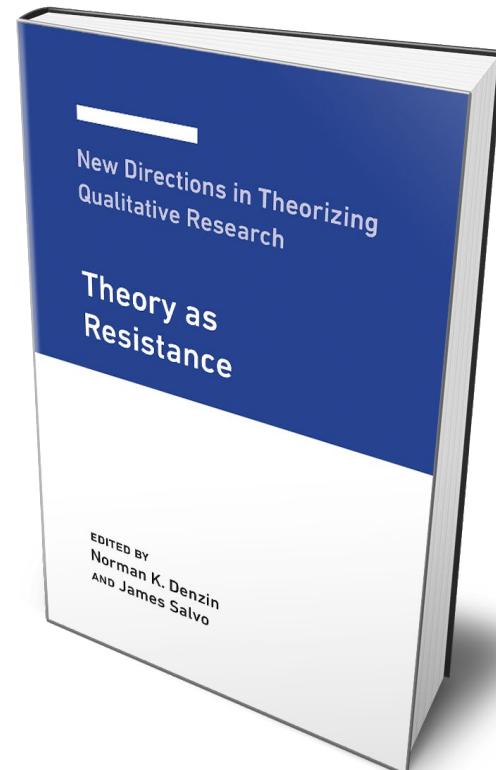
James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.

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"

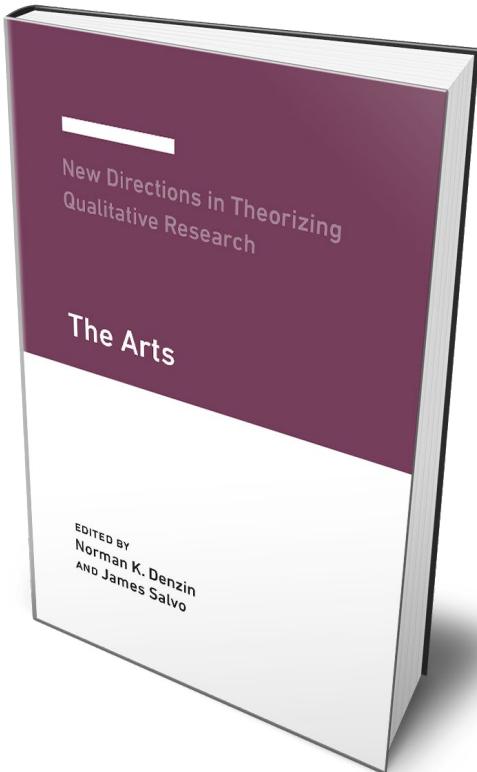
Paper / 9781975502843 / \$36.95

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.



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.

February 2020 / 200 pages / 6" x 9"

Paper / 9781975501778 / \$42.95

Cloth / 9781975501761 / \$149.95

E-book / 9781975501792 / \$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.

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"

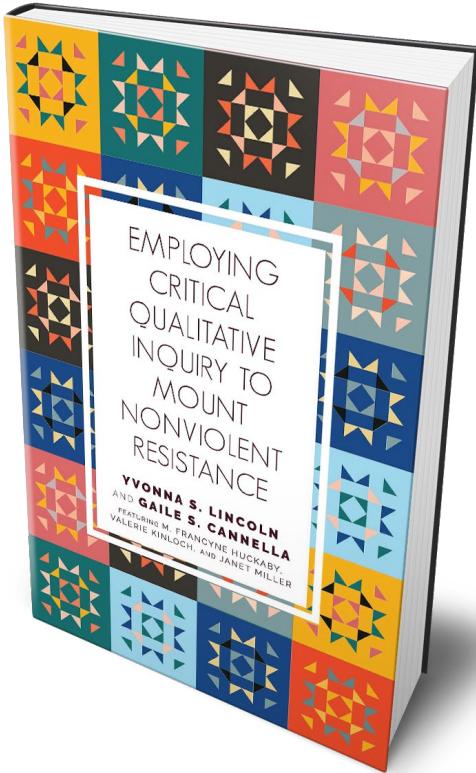
Paper / 9781975501730 / \$42.95

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 Huckabee,

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.

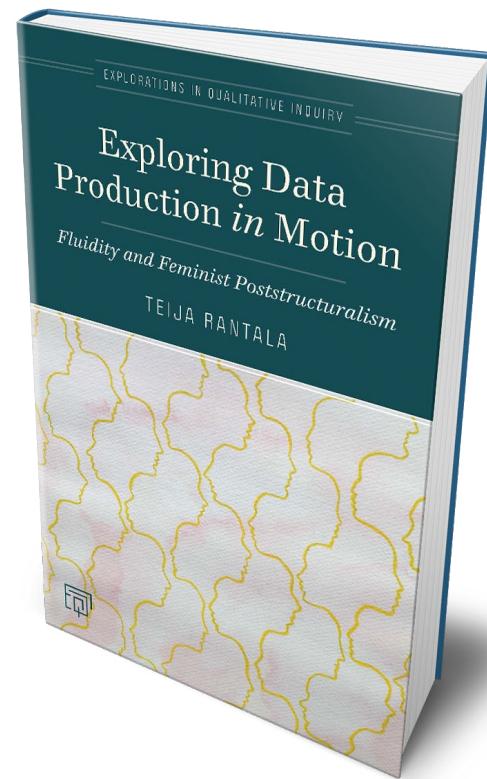
Gaile S. Canella (Ed.D., University of Georgia) is an independent scholar who has served as a tenured Full Professor at Texas A&M University—College Station and at Arizona State University—Tempe, as well as the Velma Schmidt Endowed Chair of Education at the University of North Texas. Her most recent 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.

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 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.



October 2019 / 122 pages / 6" x 9"

Paper / 9781975501150 / \$34.95

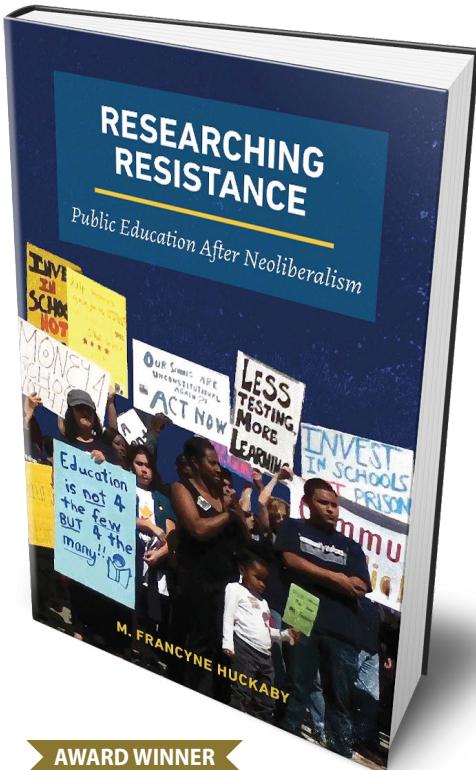
Cloth / 9781975501143 / \$89.95

E-book / 9781975501174 / \$34.95

"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.



► AWARD WINNER

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 Partheniastic Scholars, Care of the Self, and Relations of Power.

Edited by M. Francyne Huckaby

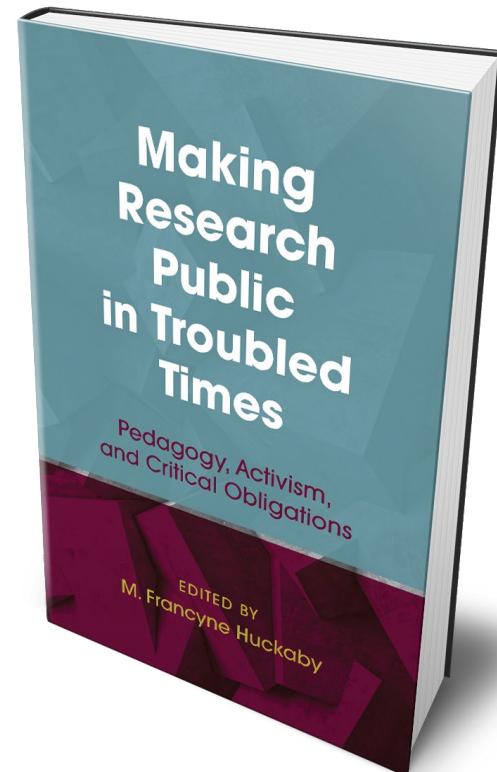
Making Research Public in Troubled Times Pedagogy, Activism, and Critical Obligations

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

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.”

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



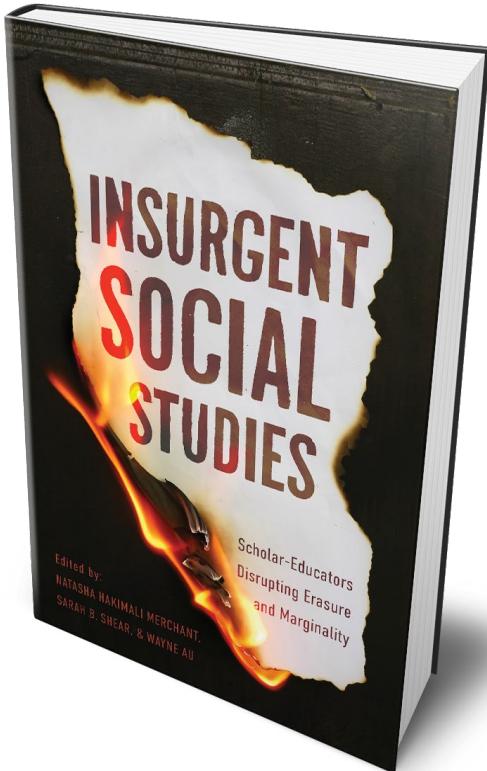
October 2018 / 180 pages / 6" x 9"

Paper / 9781975500283 / \$42.95

Cloth / 9781975500276 / \$149.95

E-book / 9781975500306 / \$42.95

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.



April 2022 / 275 pages / 6" x 9"

Paper / 9781975504557 / \$38.95
E-book / 9781975504571 / \$38.95

Edited by Natasha Hakimali Merchant,
Sarah B. Shear, and Wayne Au

Insurgent Social Studies Scholar-Educators Disrupting Erasure and Marginality

Social studies education over its hundred-year history has often focused on predominantly white and male narratives. This has not only been detrimental to the increasingly diverse population of the U.S., but it has also meant that social studies as a field of scholarship has systematically excluded and marginalized the voices, teaching, and research of women, scholars of color, queer scholars, and scholars whose politics challenge the dominant traditions of history, geography, economics, and civics education.

Insurgent Social Studies intervenes in the field of social studies education by highlighting those whose work has often been deemed “too radical.” *Insurgent Social Studies* is essential reading to all researchers and practitioners in social studies, and is perfect as an adopted text in the social studies curriculum at Colleges of Education.

Natasha Hakimali Merchant is Assistant Professor of Social Studies and Multicultural Education at the University of Washington Bothell where she teaches courses in equity, critical diversity and education. Natasha's research interests focus on how othered-bodies are taught in social studies curricula.

Sarah B. Shear is an Assistant Professor of Social Studies and Multicultural Education at the University of Washington-Bothell. She earned her doctorate in Learning, Teaching, and Curriculum from the University of Missouri. Her work has been published in a variety of journals and, most recently, she co-edited *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader* (2018) and *Marking the Invisible: Articulating Whiteness in Social Studies Education* (2020).

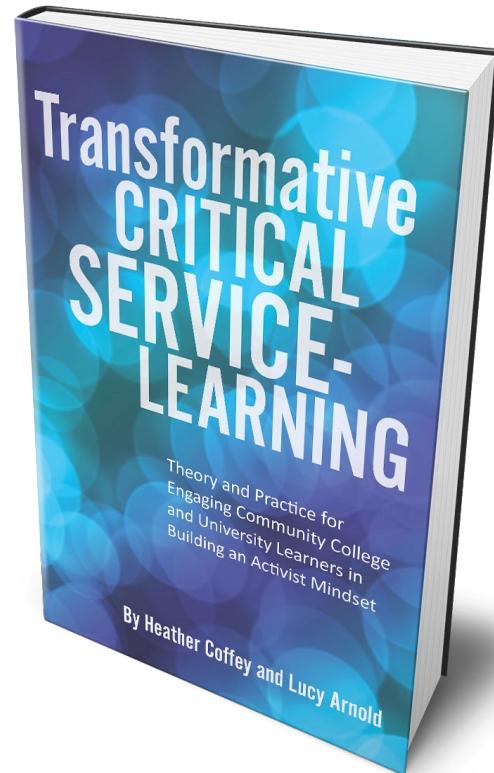
Wayne Au is a Professor in the School of Educational Studies and is currently serving as the Dean of Diversity & Equity for the University of Washington Bothell. Recently, Dr. Au has been working in the Seattle area to support Black Lives Matter and Ethnic Studies in Seattle Schools and surrounding districts. His recent books include *Rethinking Ethnic Studies* (co-edited with Tolteka Cuahatin, Miguel Zavala, & Christine Sleeter, 2019) and *Teaching for Black Lives* (co-edited with Dyan Watson and Jesse Hagopian Schools, 2018).

Heather Coffey and Lucy Arnold

Transformative Critical Service-Learning Theory and Practice for Engaging Community College and University Learners in Building an Activist Mindset

Transformative Critical Service-Learning offers hands-on tools for implementing, reflecting on, and assessing critical service-learning in classrooms and community spaces.

Answering a need from practitioners for a practical tool for making sense of critical service-learning, the authors introduce the Critical Service-Learning Implementation Model as a way to encourage conversations among stakeholders. Materials include specific criteria to examine, examples of application and context, and ways to incorporate the model into reflective practices. Valuing partnerships, reflection, and analysis of power dynamics, the research and strategies offered here provide an entry point for faculty new to critical service-learning, while also offering new ideas and tools for long-time practitioners. Chapters offer particular attention to strategies for engaging students, syllabus development, and reflective cycles. Additionally, the authors offer a model for faculty development in the area of critical service-learning at the institutional level, including suggestions for faculty and administrators interested in increasing engagement with social justice and community spaces.



February 2022 / 144 pages / 6" x 9"

Paper / 9781975504991 / \$36.95

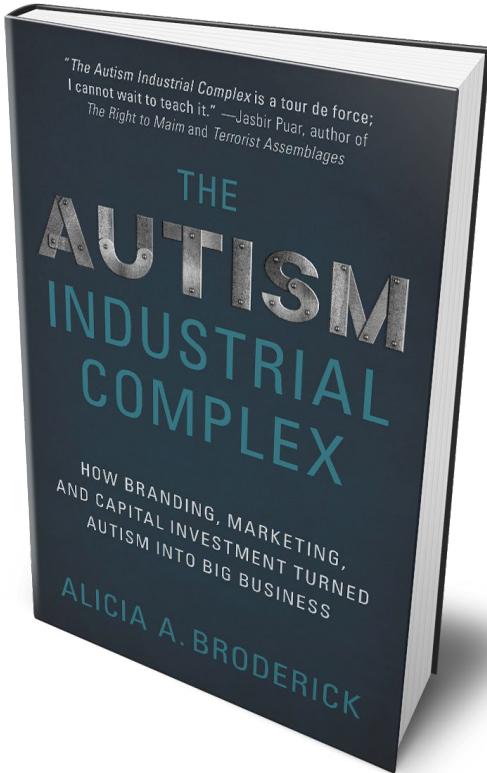
E-book / 9781975505011 / \$36.95

"Transformative Critical Service-Learning invites university educators to challenge traditional understandings of both 'service' and 'learning' and reorient their practice toward the design of mutually humanizing partnerships grounded in commitments to equity, empathy, and justice. Coffey and Arnold offer educators the theoretical and practical tools they so urgently need to navigate the social, cultural, and political dimensions (and tensions) of critical service-learning alongside students and communities in ways that foster individual and collective transformation."

—Nicole Mirra, Ph.D., Assistant Professor of Urban Teacher Education, Rutgers University

Heather Coffey is a Professor in the Department of Middle, Secondary and K-12 Education at the University of North Carolina Charlotte. She serves as the Director of the UNC Charlotte Writing Project and the Teaching Fellows Program. Dr. Coffey's record of publication includes book chapters and articles in refereed practitioner and research journals.

Lucy Arnold is an assistant professor of English at Limestone University where she also coordinates the English Education program. She earned her Ph.D. in Curriculum and Instruction and her M.A. in English Education from the University of North Carolina at Charlotte. She has published articles in state and national publications, including the *English Journal* and *Radical Teacher*.



January 2022 / 300 pages / 6" x 9"

Paper / 9781975501853 / \$29.95
E-book / 9781975501877 / \$29.95

Alicia A. Broderick

The Autism Industrial Complex

How Branding, Marketing, and Capital Investment Turned Autism into Big Business

Autism—a concept that barely existed 75 years ago—currently feeds multiple, multi-billion-dollar-a-year, global industries.

In *The Autism Industrial Complex: How Branding, Marketing, and Capital Investment Turned Autism into Big Business*, Alicia A. Broderick analyzes how we got from the 11 children first identified by Leo Kanner in 1943 as "autistic" to the billion-dollar autism industries that are booming today. Broderick argues that, within the Autism Industrial Complex (AIC), almost anyone can capitalize on—and profit from—autism, and she also shows us how. The AIC has not always been there: it was built, conjured, created, manufactured, produced, not out of thin air, but out of ideologies, rhetorics, branding, business plans, policy lobbying, media saturation, capital investment, and the bodies of autistic people. Broderick excavates the 75-year-long history of the concept of autism, and shows us how the AIC—and indeed, autism today—can only be understood within capitalism itself. *The Autism Industrial Complex* is essential reading for a wide variety of audiences, from autistic activists, to professionals in the autism industries, to educators, to parents, to graduate students in public policy, (special) education, psychology, economics, and rhetoric.

"This is such a smart book, one that I and so many others have been seeking. Exhaustively researched, The Autism Industrial Complex: How Branding, Marketing, and Capital Investment Turned Autism into Big Business brilliantly lays out the onto-epistemological stakes of the entwinement of autism and capitalism. Broderick historizes the how and why of the commodification of autism, providing a jarring critique of the neoliberal logics of inclusion and intervention. The AIC is a tour de force; I cannot wait to teach it."

—Jasbir Puar, author of *The Right to Maim and Terrorist Assemblages*

Alicia A. Broderick is a Professor of Education at Montclair State University. She is a Disability Studies (DS) scholar and a scholar of Critical Autism Studies (CAS). For the past two decades, she has published critical scholarship on autism, deploying a variety of interdisciplinary conceptual frameworks, including critical discourse analysis, rhetoric, cultural studies, and historically-situated analyses of ideology, metaphor and narrative. Her present analysis synthesizes and reframes much of her extant work by deploying the overarching epistemological and ontological lens of neoliberal capitalism in analyzing the shifting meanings of autism within capitalism over the past 75 years.

Edited by Timothy Kinard and Gaile S. Cannella

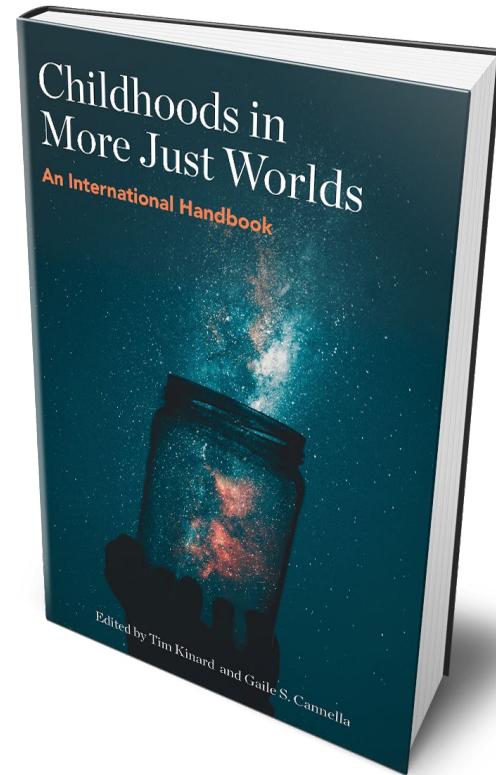
Childhoods in More Just Worlds An International Handbook

Early Years and Youth Studies Series

Those who are younger, people of color, females, and human beings living in poverty have never been included in equitable performances of justice, care, respect, and fairness. The authors in this international volume use existing social values and institutions—and the strengths of these varied perspectives—to address justice in ways that have not previously been considered. The aim is to create more just worlds for those who are young—as well as for the rest of us.

The first set of chapters place at the forefront the lives of those who are younger who are commonly situated in positions of invisibility, disqualification, and even erasure. In the second section, the authors acknowledge that needed (re)conceptualizations of those who are younger, along with appreciation for human diversity and entanglements between the so-called human and nonhuman worlds, are the foundations for more just care and education environments. The last section of the book takes up the 20th century critical concerns with constructions of “child” that have dominated and continue to govern perspectives imposed on those who are younger.

Whatever the emphasis or focus of a section or chapter, throughout the volume is the recognition that dominant discourses (e.g. neoliberal capitalism, conservatism, progressivism, human exceptionalism) and the policies they create (and that facilitate them), influence possibilities for, and limitations to, more just childhood worlds. Therefore, each section includes chapters that address these complex discourses and policy issues. The reader is invited to engage with these complexities, to become—with the various texts, and to generate unthought possibilities for childhoods in more just worlds.



November 2021 / 320 pages / 7" x 10"

Paper / 9781975504113 / \$45.95

Cloth / 9781975504106 / \$179.95

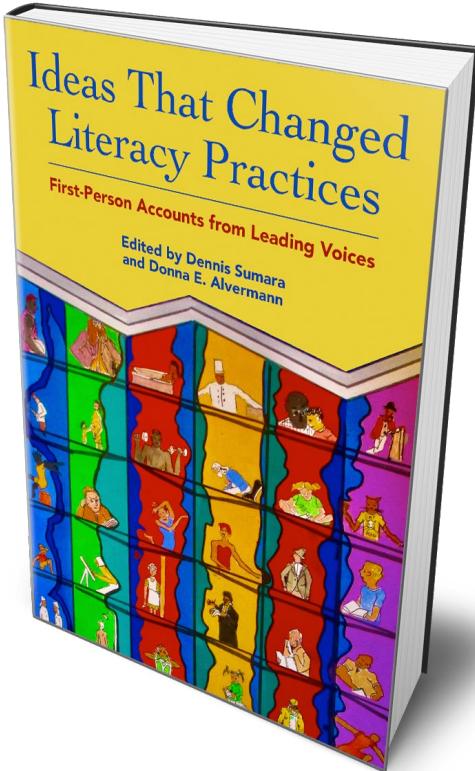
E-book / 9781975504137 / \$45.95

“This timely and evocative volume traces how historical, political, and developmental discourses continue to influence how we mobilize justice, equity, and care in the lives of young children across the globe.”

—Haeny S. Yoon, Ph.D., Teachers College,
Columbia University

Tim Kinard is an associate professor of early learning in the Department of Curriculum & Instruction at Texas State University in San Marcos, Texas. Publications emerging from this collaboration have appeared in a range of journals including *New Educator*, *Theory into Practice*, *Young Children* and the *International Journal of Qualitative Studies in Education*, as well as in a book he co-authored with Jesse Gainer and Mary Esther Huerta, entitled *Power Play: Explorando y Empujando Fronteras en Tejas*.

Gaile S. Cannella (EdD, 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. Dr. Cannella’s work has appeared in a range of journals and volumes, as well as in a large number of books that she has either written or edited.



October 2021 / 325 pages / 6" x 9"

Paper / 9781975503956 / \$45.95

Cloth / 9781975503949 / \$149.95

E-book / 9781975503970 / \$45.95

Edited by Dennis Sumara and Donna E. Alvermann

Ideas that Changed Literacy Practices First Person Accounts from Leading Voices

Ideas that Changed Literacy Practices: First Person Accounts from Leading Voices offers 32 autobiographical accounts written by leading international scholars in the field of literacy education. By using and applying ideas related to literacy practices, the volume reveals insider perspectives on creative scholarly processes, including the impact these have had on literacy practices and on the very people who helped to develop them. As a collection, the essays also highlight some of the major themes that have guided and changed literacy practices over the last few decades. This volume provides an up-close and personal account of the ideas that are driving current practices in the field of literacy education by situating the complexities of literacy learning and teaching in a rich context of personal and professional knowledge.

"*Ideas That Changed Literacy Practices* is so much more than just a superb introduction to the field of literacy studies. These writers' journeys through the field are fascinating stories of ideas and concepts gained and lost, assembled and taken-apart, lived and professed. There are lessons here about how the field came to be, about how these scholars and ideas struggled to make a difference, and about the urgent task of assembling a diverse tool kit for these difficult times and strange days."

—Allan Luke, Emeritus Professor, Queensland University of Technology, Australia

Dennis Sumara is Dean Emeritus and Professor of Language and Literacy Education at the University of Calgary. His areas of research and teaching include literacy education, queer studies in education, curriculum theory, and teacher education.

Donna E. Alvermann is the Omer Clyde and Elizabeth Parr Aderhold Professor in Education and Distinguished Research Professor of Language and Literacy Education at the University of Georgia. Her interests focus on historical-autobiographical methods for uncovering silences that mask more than they disclose.

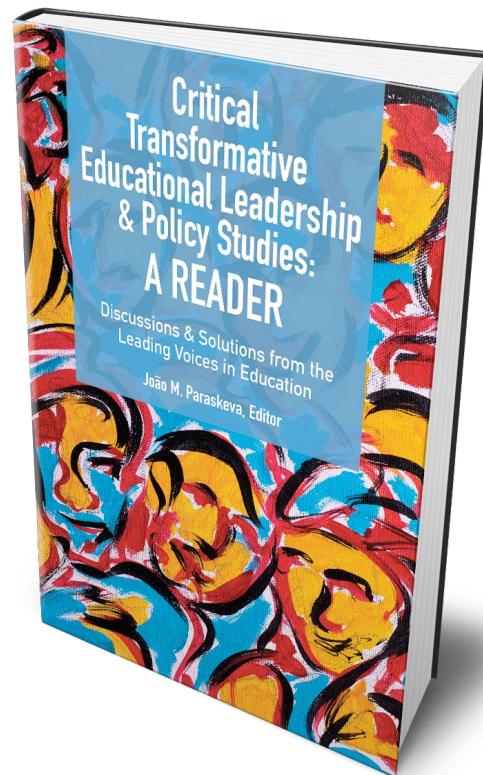
Edited by João M. Paraskeva

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

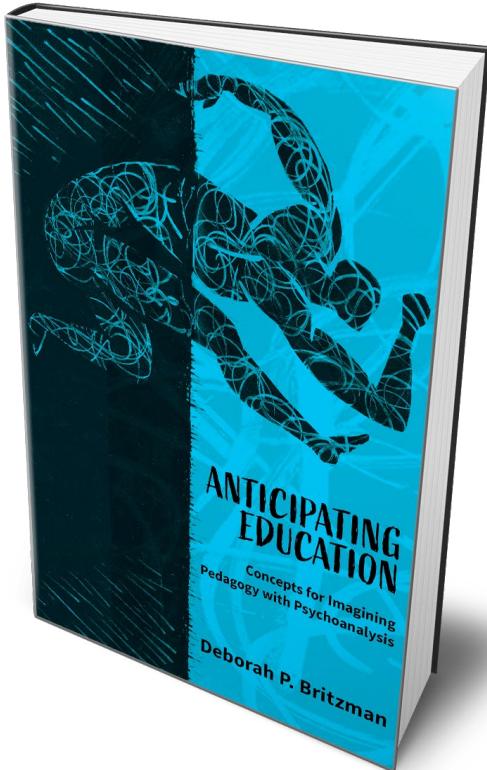
Cloth / 9781975502874 / \$189.95

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*.



February 2021 / 128 pages / 7" x 10"

Paper / 9781975504311 / \$37.95

Cloth / 9781975504304 / \$119.95

E-book / 9781975504335 / \$37.95

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.

"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*.

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

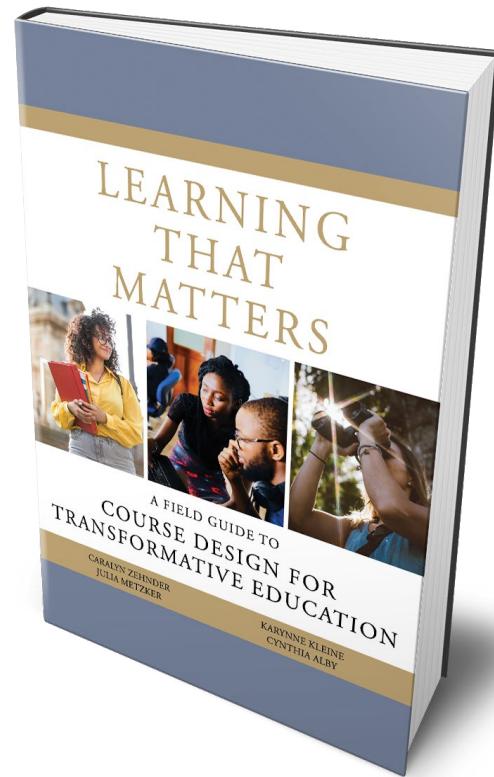
Learning That Matters A Field Guide to Course Design for Transformative Education

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.

"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



December 2020 / 225 pages / 7" x 10"

Paper / 9781975504519 / \$29.95

Cloth / 9781975504502 / \$99.95

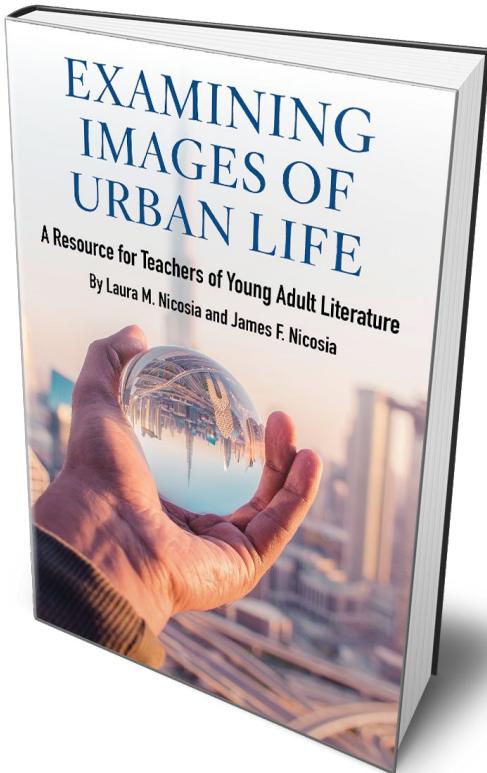
E-book / 9781975504533 / \$29.95

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.



October 2020 / 175 pages / 6" x 9"

Paper / 9781975502447 / \$35.95

Cloth / 9781975502430 / \$149.95

E-book / 9781975502461 / \$35.95

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.

"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*.

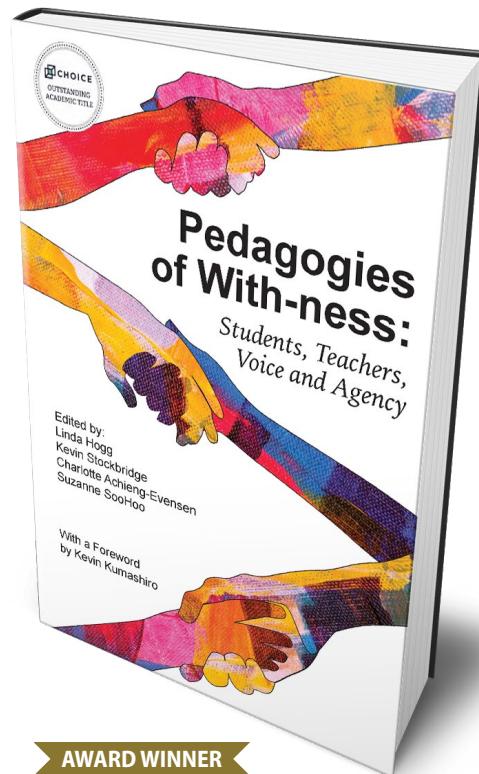
Dr. Jim Nicosia is a writer, scholar and children's literacy advocate. He teaches American literature, Grammars of English and Young Adult Literature at Montclair State University in New Jersey. He is the author of *Reading Mark Strand*, runs the BoyBookoftheMonth.com website for reluctant readers and 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.



► AWARD WINNER

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."

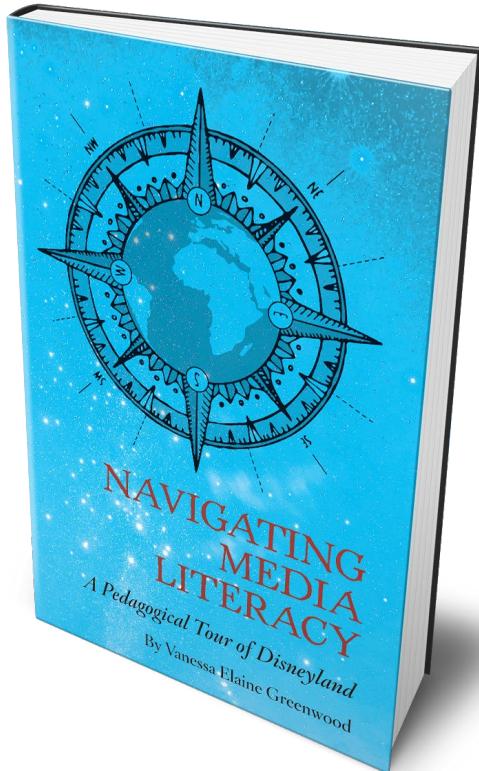
—Dana Mitra, Professor of Education, Penn State University,
Founding editor of the *International Journal of Student Voice*

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.

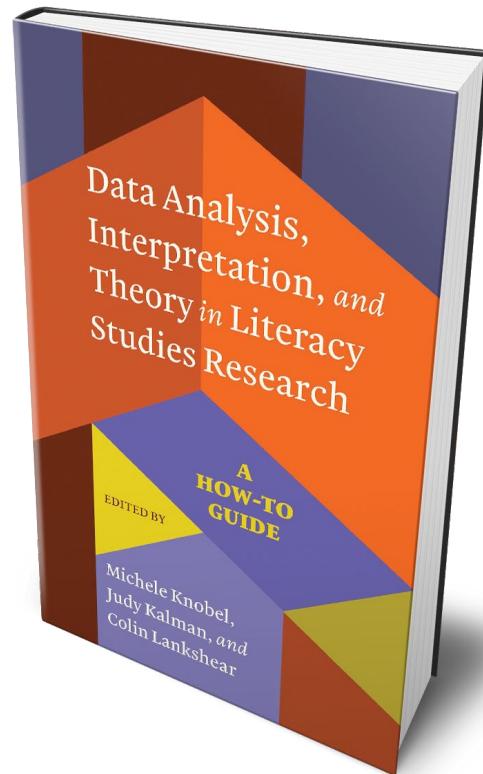
Edited by Michele Knobel, Judy Kalman and Colin Lankshear

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

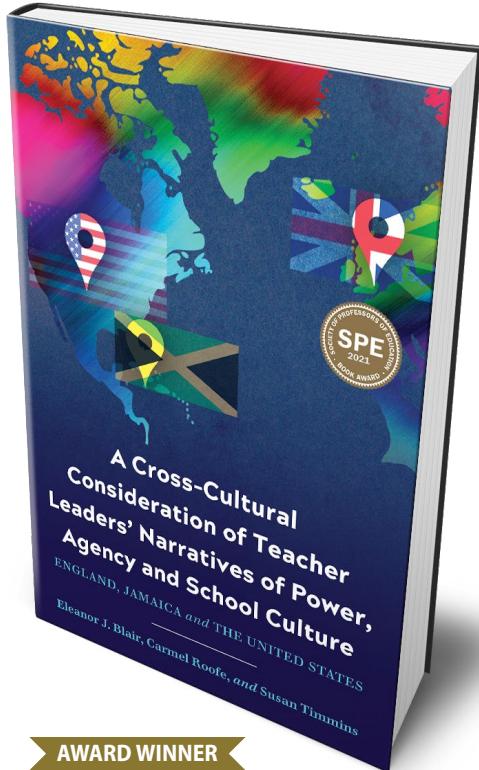
Cloth / 9781975502126 / \$89.95

E-book / 9781975502157 / \$34.95

Michele Knobel was 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).



► AWARD WINNER

December 2019 / 208 pages / 6" x 9"

Paper / 9781975501587 / \$42.95

Cloth / 9781975501570 / \$149.95

E-book / 9781975501600 / \$42.95

Eleanor J. Blair, Carmel Roofe, and Susan Timmins

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

Critical Studies in Teacher Leadership Series

A 2021 SPE Outstanding Book Award Winner

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.

"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.

Jana Noel

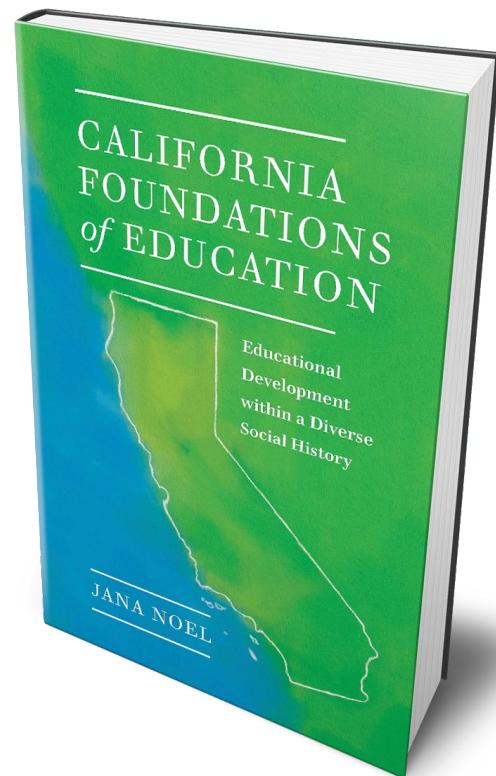
California Foundations of Education Educational Development within a Diverse Social History

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."

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



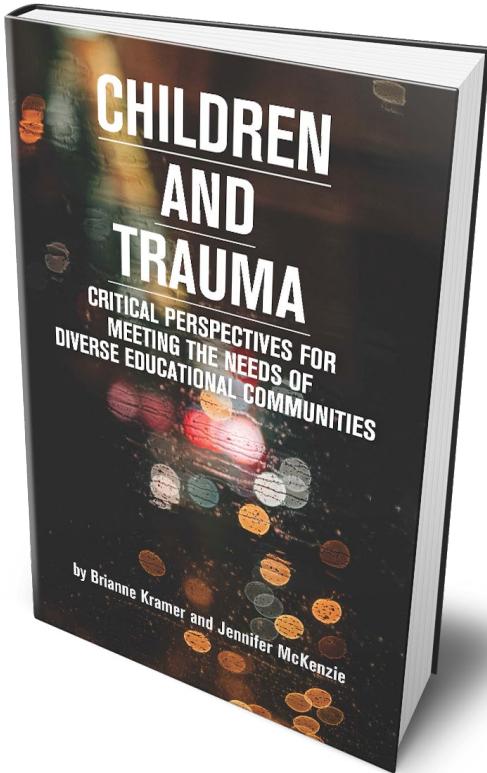
October 2019 / 256 pages / 6" x 9"

Paper / 9781975502171 / \$42.95

Cloth / 9781975502164 / \$149.95

E-book / 9781975502195 / \$42.95

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.



April 2022 / 300 pages / 6" x 9"

Paper / 9781975503437 / \$45.95

E-book / 9781975503451 / \$45.95

Brianne Kramer and Jennifer McKenzie

Children and Trauma

Critical Perspectives for Meeting the Needs of Diverse Educational Communities

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. Because of growth in these areas, it is important for educators and others who work with children to have a resource to consult. *Children and Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities* 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.

"As a teacher education professor seeking to introduce students to understanding the impact of trauma in all aspects of the child's life and education, I am thrilled that this book exists! The research on trauma and adverse childhood experiences make it clear that protective factors mitigate the impact of trauma. Thus, educators must understand trauma, how it impacts learning, and how pedagogy, curriculum, and school policies can be those needed protective factors. Children And Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities will be required reading for my students as it fills a much-needed gap in addressing trauma in schools."

—Denisha Jones, Ph.D., J.D., Director Art of Teaching, Sarah Lawrence College

Brianne Kramer (Ph.D., University of Toledo) is an Assistant Professor of Education in the College of Education and Human Development at Southern Utah University. Her research interests include issues of privilege, identity, and resistance in teacher education programs, educational policy, trauma-informed practices in the classroom, and teacher activism.

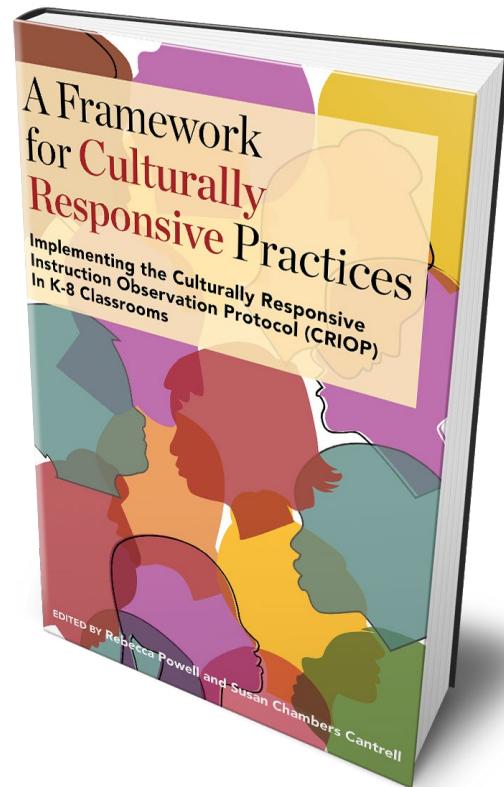
Jennifer M. McKenzie (Ph.D., University of Missouri) is an Assistant Professor of Special Education and the Special Education Program Director at Southern Utah University. She is currently engaged in research to create a coaching model in the use of evidence-based trauma-informed classroom management practices for classroom teachers.

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.



May 2021 / 250 pages / 7" x 10"

Paper / 9781975504151 / \$39.95

Cloth / 9781975504144 / \$149.95

E-book / 9781975504175 / \$39.95

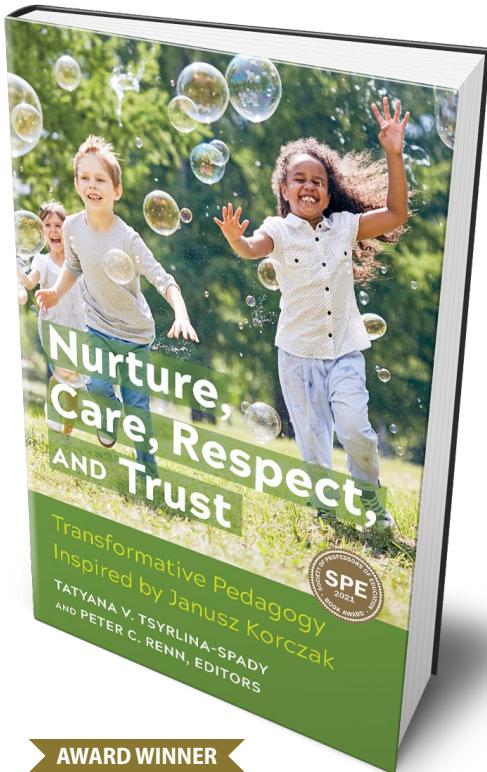
"EL students' classroom experience can be improved when teachers utilize discourse to deepen understanding. The CRIOP framework guides teachers through the importance of building upon students' backgrounds and collaborative relationships.

The scenarios provide teachers with incredible perspective for instruction and assessment, coupled with great suggestions for activities. I cannot wait to delve into this with teachers in our district!"

—Dr. Molly McComas, Director of Student Services, Scott County Schools, KY

Dr. Rebecca Powell is Professor Emeritus and former Director of the Center for Culturally Relevant Pedagogy at Georgetown College. She is a graduate of The College of Wooster and received her M.Ed. degree from the University of North Carolina-Chapel Hill and Ed.D. from the University of Kentucky.

Dr. Susan Chambers Cantrell is a professor of Literacy in the Department of Curriculum and Instruction at the University of Kentucky, where she teaches courses in literacy education. Her research is focused on teachers' professional learning, efficacy development, and instructional change, particularly for underserved students.



► AWARD WINNER

January 2020 / 375 pages / 6" x 9"

Paper / 9781975501310 / \$42.95

Cloth / 9781975501303 / \$149.95

E-book / 9781975501334 / \$42.95

Edited by Tatyana Tsyrllina-Spady and Peter Renn

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

Early Years and Youth Studies Series

A 2021 SPE Outstanding Book Award Honorable Mention

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 Tsyrllina-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.

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

We Be Lovin' Black Children

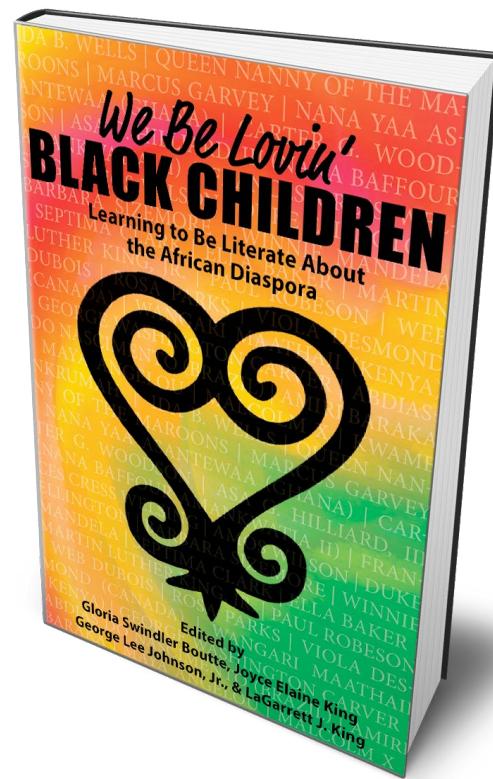
Learning to Be Literate

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

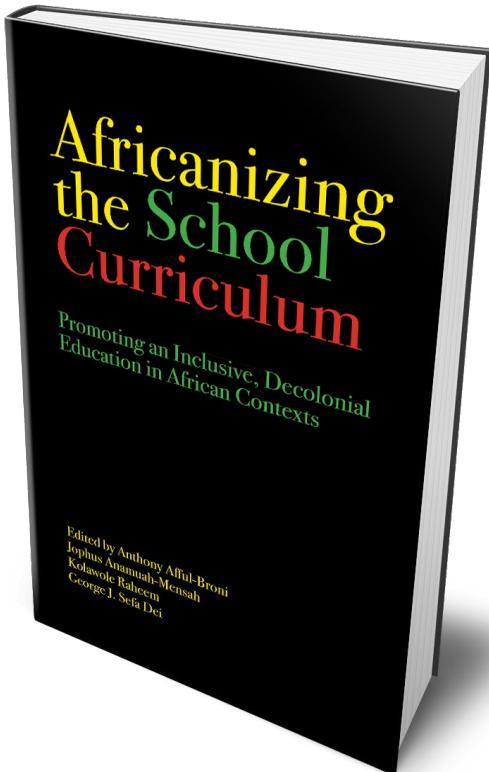
E-book / 9781975504656 / \$12.95

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

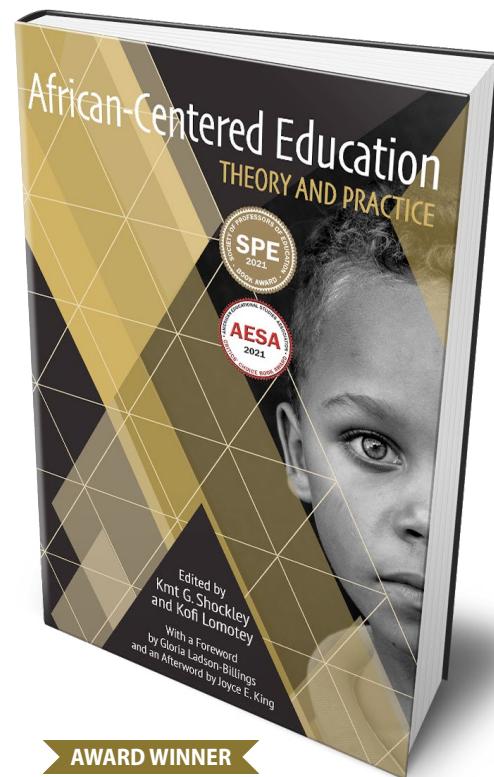
African-Centered Education Theory and Practice

Critical Race Issues in Education Series

A 2021 AESA Critic's Choice Award Winner

A 2021 SPE Outstanding Book Award Winner

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.



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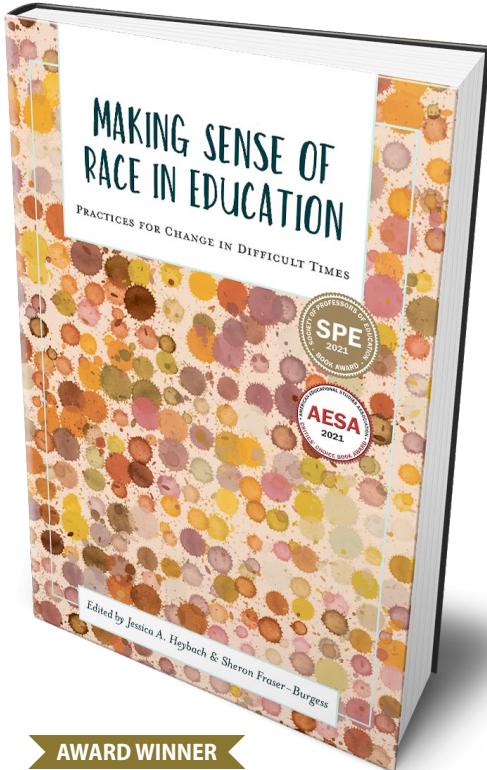
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—Madge Gill Willis, Ph.D., Co-Founder & Director, Nsoromma School

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.

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Jessica A. Heybach and Sheron Fraser-Burgess

Making Sense of Race in Education Practices for Change in Difficult Times

Academy for Educational Studies Series

A 2021 AESA Critic's Choice Award Winner

A 2021 SPE Outstanding Book Award Winner

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.

"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.

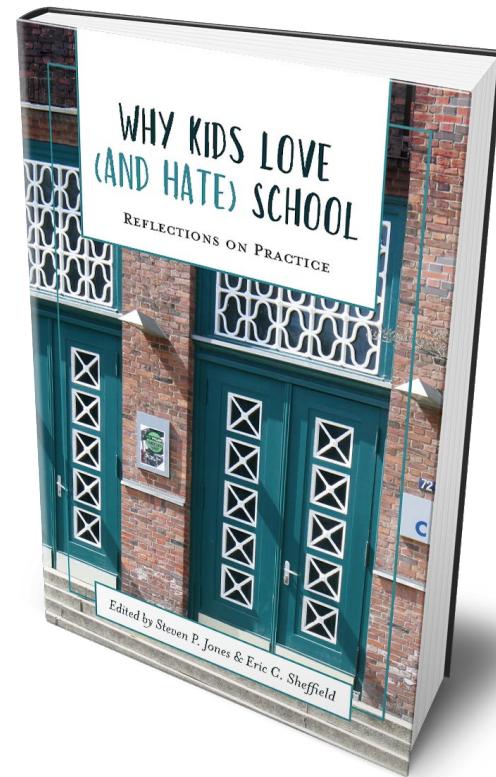
Edited by Steven P. Jones and Eric C. Sheffield

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"

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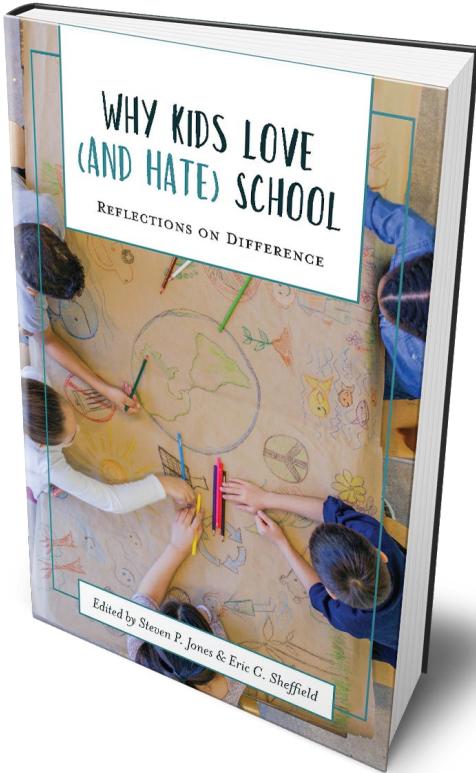
E-book / 9781975501013 / \$42.95

“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.

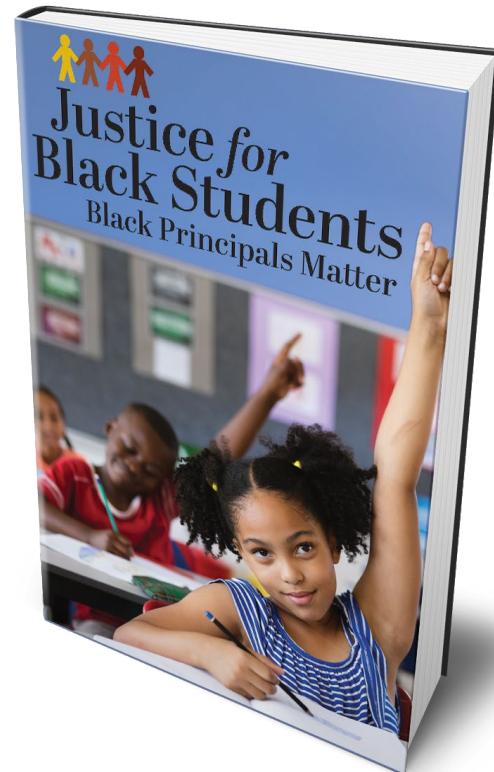
Eric C. Sheffield is Professor and Department Chair of Educational Studies at Western Illinois University in Macomb. He is also founding editor of the Academy for Educational Studies' peer reviewed journal, *Critical Questions in Education*. A former English teacher in Putnam County, Florida, Sheffield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

Kofi Lomotey

Justice For Black Students Black Principals Matter

In *Justice for Black Students: Black Principals Matter*, Kofi Lomotey begins with a two-pronged premise: (1) Black students do not receive a quality education in US public (or private) schools, and (2) Black principals, like Black teachers, can make a positive impact on the academic and overall success of Black students.

Through the chronicling of his own work over 50 years—as a practitioner and an academic—Lomotey puts forth this argument with a focus on Black principals. In this book, he positions his 1993 coining of the term ethno-humanism—a role identity which he attributes to successful Black principals—as a fundamental/critical component of the leadership of these principals. In reprinting three of his earlier articles and sharing new information (including a review of the literature on Black male principals), he provides a broad-based description of this role identity and then links it to the more recent concepts of culturally responsive/culturally relevant teaching/pedagogy and culturally responsive/culturally relevant school leadership, before describing the implications for Black students of his own work and of other research that has been conducted on Black principals. This volume is essential reading for all educators interested in seeing a significant improvement in the academic and overall success of Black students. Preservice teachers, practitioners, and administrators will find enormous value in the book's message.

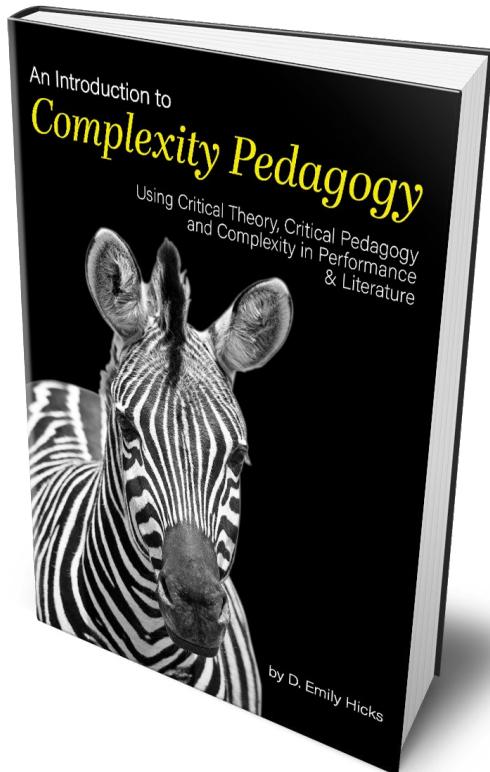


Summer 2022 / 250 pages / 6" x 9"

Paper / 9781975504830 / \$34.95

E-book / 9781975504854 / \$34.95

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. Kofi's research interests include urban schools, African American students in higher education, African American principals in elementary schools and independent African-centered schools. He has published several books, articles in professional journals and book chapters.



Summer 2022 / 175 pages / 6" x 9"

Paper / 9781975504397 / \$37.95

E-book / 9781975504410 / \$37.95

D. Emily Hicks

An Introduction to Complexity Pedagogy Using Critical Theory, Critical Pedagogy and Complexity in Performance and Literature

An Introduction to Complexity Pedagogy: Using Critical Theory, Critical Pedagogy and Complexity in Performance and Literature offers readers an introduction to the basic concepts of complexity science and how they might be applied in the teaching of composition, creative writing, performance, and literature.

The book builds on Critical Theory (defined as Frankfurt Theory) and border theory, serving as a critique of neo-liberalism in higher education and the teaching of critical thinking as a set of skills. Individual chapters are devoted to the following artists and writers:

- the Choctaw people
- author LeAnne Howe
- Chicana lesbian author Gloria Anzaldúa
- performance artist Karen Finley
- the performance duo Bob Flanagan and Sheree Rose

The strength of this book is that it concentrates on the teaching of interrelated topics: borders (including the border between the able/disabled), complexity, mixed ancestry, ability/disability, texts, and performance, using the Mexico-U.S. border as the working example of a complexity system.

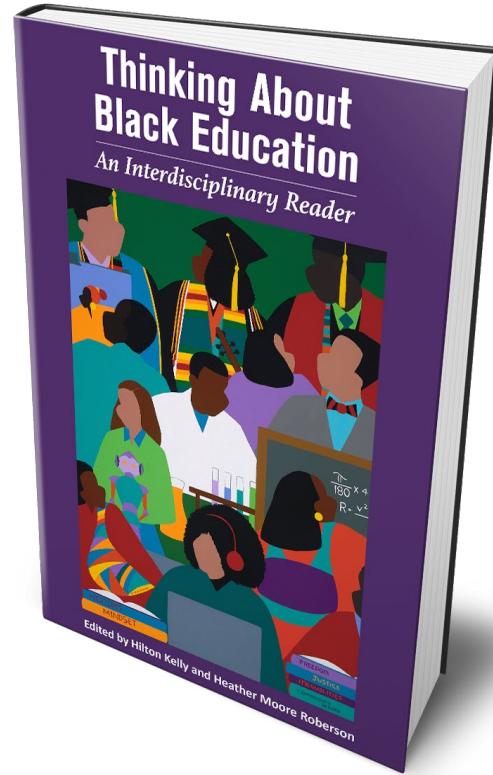
The work of the five aforementioned artists and authors are used to focus on political resistance within the context of decolonialism, but there are also references to mixed ancestry populations (including Redbones) and disability issues.

Emily Hicks attended the San Francisco Art Institute, UC Berkeley, the Ecole Pratique des Hautes Etudes (Paris), and UC San Diego. She received her Ph.D. in 1979 and is a professor emeritus who has taught at San Diego State University in Chicana/o Studies and English and Comparative Literature; she has also taught at UC Irvine, USC and the UABC in Tijuana, Mexico. Hicks is the author of two books, *Border Writing, the Multidimensional Text*, and *Ninety-five Languages and Seven Forms of Intelligence: Multicultural Education in the Twenty-first Century*, as well as a variety of academic articles and art reviews.

Edited by Hilton Kelly and Heather Moore Roberson

Thinking About Black Education An Interdisciplinary Reader

In this pioneering interdisciplinary reader, Hilton Kelly and Heather Moore Roberson have curated essential readings for thinking about black education from slavery to the present day. The reading selections are timeless with both historical and contemporary readings from educational anthropology, history, legal studies, literary studies, and sociology to document the foundations and development of Black education in the United States. In addition, the authors highlight scholarship offering historical, conceptual, and pedagogical gems that shine a light on Black people's enduring pursuit of liberatory education. This book is an invitation to a broad audience, from people with no previous knowledge to scholars in the field, to think critically about Black education and to inspire others to uncover the agency, dreams, struggles, aspirations, and liberation of Black people across generations.



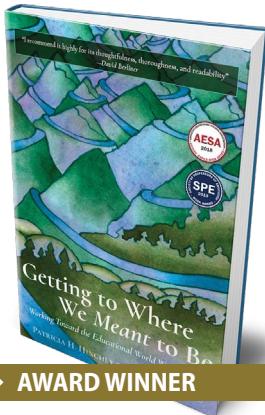
Forthcoming / 190 pages / 7" x 10"

Paper / 9781975502522 / \$39.95

E-book / 9781975502546 / \$39.95

Hilton Kelly is the Dean of the College of Liberal Arts and Education at the University of Wisconsin at Platteville.

Heather Moore Roberson is the Director of Faculty Diversity and Inclusion and Associate Professor of Community & Justice and Black Studies at Allegheny College.



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Patricia H. Hinchey and Pamela J. Konkol

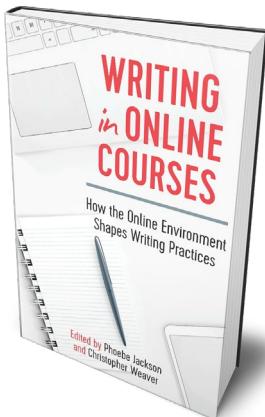
Getting to Where We *Meant* to Be Working Toward the Educational World We Imagine/d

October 2017 / 224 pages / 6" x 9"

Paper / 9781975500016 / \$42.95

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Edited by Phoebe Jackson and Christopher Weaver

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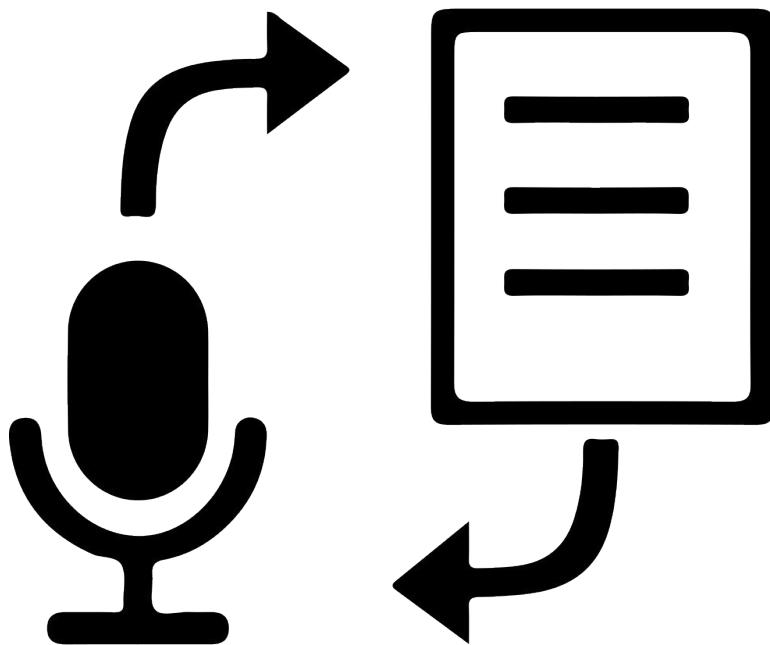
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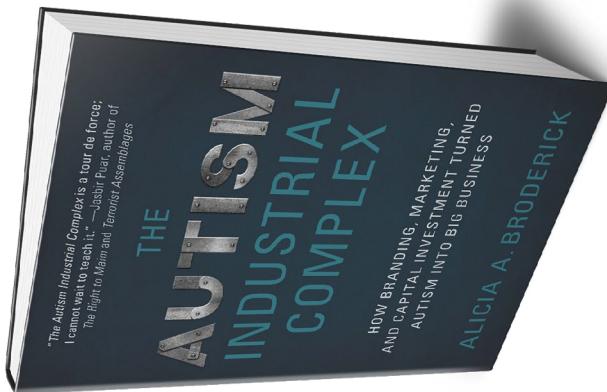
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