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**THE QUARTERLY JOURNAL OF
THE INTERNATIONAL ASSOCIATION
OF UNIVERSITIES (IAU)**

Editor: Jeroen Huisman, *International Centre for
Higher Education Management, University of Bath, UK*

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Kent Farnsworth's *Grassroots School Reform* provides a fresh, but uniquely manageable approach to grassroots education reform that re-empowers citizens to control their educational destinies. It argues that significant education reform will not come from state or federal policy change, but from locally stimulated initiatives that reclaim responsibility for selecting committed leadership and force states to grant greater local autonomy.

We are also excited to introduce A.G. Rud's *Albert Schweitzer's Legacy for Education*, which is the very first book devoted to the study of the thought of Albert Schweitzer as it relates to educational theory and practice. And from our *Marxism and Education* series, we are pleased to introduce Mike Cole's latest book *Racism and Education in the U.K. and the U.S.* Following the success of Mike Cole's widely acclaimed *Critical Race Theory and Education: a Marxist Response* (2009), this new book by Cole extends Marxist analysis to include key concepts from the work of neo-Marxists Antonio Gramsci and Louis Althusser.

Our *Education, Politics, and Public Life* series continues to release groundbreaking work like Richard A. Quantz's *Rituals and Student Identity in Education*. From our esteemed *International & Development Education* series, we offer John N. Hawkins and W. James Jacob edited volume *Policy Debates in Comparative, International, and Development Education*, which brings together a distinguished group of international scholars and practitioners who focus on key policy issues in a variety of national settings throughout the regions of Asia/Pacific, Africa, the Middle East, Europe, North America, and Latin America.

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Best wishes,

Burke Gerstenschlager, Editor, burke.gerstenschlager@palgrave-usa.com

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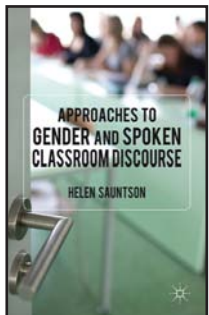
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SOCIOLOGY OF EDUCATION

Approaches to Gender and Spoken Classroom Discourse



Helen Sauntson, Lecturer, English Language & Linguistics, University of Birmingham, UK

Gender is a hotly debated topic in the field of education. The role that language plays in educational contexts especially in the classroom has long been acknowledged. Innovatively combining approaches in the analysis of classroom

discourse this book offers rich empirical findings as well as being theoretically interesting and valuable.

Contents: List of Tables and Figures / Acknowledgements / Introduction: Language, Gender, Sexuality and Schooling / Data and Methods / From Form to Function: Structural-Functional Discourse Analysis / From Structural to Post-structural: Critical Feminist Approaches / Beyond Gender Identity: Queer Theory / Moving Forward? Some Conclusions / Appendix / Bibliography / Index

October 2011	256pp	216x138mm
	13 tables and 3 figures	
Hardback	£55.00	978-0-230-22994-5

Art and Disability



The Social and Political Struggles Facing Education



Alice J. Wexler, Program Director of Art Education, SUNY, USA

Foreword by Roger Cardinal

Art has been used in special education as a way of offering psychic freedom, if not bodily freedom, by providing a partial antidote to the social problems generated in an impoverished environment. This book

balances theory with practical knowledge and offers critical research that challenges the biases regarding the nature of art and education.

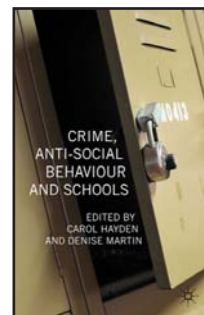
Contents: Introduction / Overview / Autistic Spectrum Disorders / Attention Deficit Hyperactivity Disorder / Learning Disabilities / Emotional Disturbance/Behavioral Disorders / The Blind and Visually Impaired / Traumatic Brain Injury and the Northeast Center for Special Care / Community Outreach and Alternative Settings / Lesson Plans

October 2011	291pp	216x138mm
8 page insert		
Paperback	£18.00	978-0-230-11485-2

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Crime, Anti-Social Behaviour and Schools



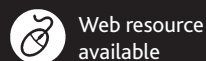
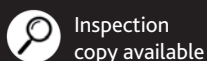
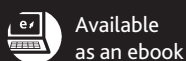
Edited by Carol Hayden, Professor in Applied Social Reserch, Institute of Criminal Justice Studies, University of Portsmouth, UK and **Denise Martin**, Senior Lecturer, University of Brighton, UK

The behaviour and safety of children and young people in and around schools is a topic of world-wide concern. From school shootings and deaths on school premises to the

everyday behaviour of young people in school, this book explores what is happening in schools in Britain and links it with evidence from elsewhere in the world.

Contents: Crime, Anti-Social Behaviour and Schools - Key Themes; D.Martin, P.Squires & D.E.Stephen / Crime, Anti-Social Behaviour and Education: A Critical Review; A. Millie & S.Moore / Schools and Social Control; C.Hayden / The Problem with Boys? Critical Reflections on Schools, Inequalities and Anti-social Behaviour; D.E.Stephen / Safety and Problem Behaviour In and Around Schools; C. Hayden / 'Risky Places' - Young Peoples Experiences of Crime and Victimization at School and in the Community; D.Martin, C.Chatwin & D.Porteous / Teachers' Experiences of Violence in Secondary Schools; D.Martin, N.Mackenzie & J.Healy / From Troublesome to Criminal: School Exclusion as the 'tipping point' in Parents' Narratives of Youth Offending; A.Holt / Safer Schools Partnerships; A.Briers & E.Dickmann / Affecting the Behaviour of Young People in Schools; J.Visser / Restorative Approaches in Schools; B.Hopkins / Schools as a Response to Crime and Anti-social Behaviour; C.Hayden

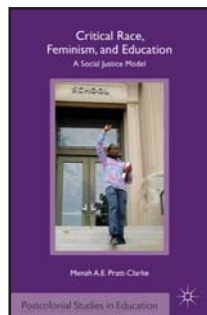
May 2011	280pp	216x138mm
45 figures		
Hardback	£55.00	978-0-230-24197-8





Critical Race, Feminism, and Education

A Social Justice Model



Menah A.E. Pratt-Clarke, Assistant Provost and Associate Director, Office of Equal opportunity and Access, University of Illinois at Urbana-Champaign, USA

Critical Race, Feminism, and Education: A Social Justice Model provides a transformative next step in the evolution of critical race and Black feminist scholarship. Focusing on praxis, the relationship between the construction

of race, class, and gender categories and social justice outcomes is analyzed.

Contents: PART I: TRANSDISCIPLINARITY / PART II: THE PROBLEM DEFINED / PART III: THE CAUSE ATTRIBUTED / PART IV: THE SOLUTION PROPOSED / PART V: THE OUTCOME ACHIEVED

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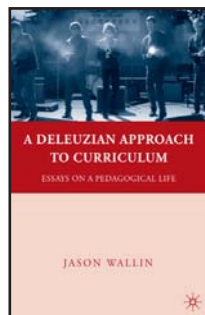
Postcolonial Studies in Education

ebook available from: Palgrave Connect Education Collections



A Deleuzian Approach to Curriculum

Essays on a Pedagogical Life



Jason J. Wallin, Assistant Professor of Curriculum Studies in Youth and Media Education, University of Alberta, Canada

This work examines the impoverished image of life presupposed by the legacy of transcendent and representational thinking that continues to frame the limits of curricular thought.

Contents: Preface: What is Currere? / The Conceptual Powers of Currere / The Illusion of Transcendence and the Ontology of Immanence / Powers of the False and the Problematics of the Simulacrum / Becoming-Nomad / Becoming-Music: The Refrain, Rhizome, Improvisation and Instrumentalism / Uncertain Games / I'm Not There: The Cinematic Time-Image, Cultural Curriculum Studies, and the Political Arts of an Untimely Subject / Making a Holey

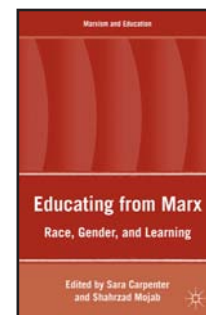
January 2011	230pp	234x156mm
Hardback	£55.00	978-0-230-10400-6

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Educating from Marx

Race, Gender, and Learning



Edited by Sara Carpenter, PhD Candidate and **Shahrazad Mojab**, Professor both at Department of Adult Education & Counselling Psychology, University of Toronto's Ontario Institute for Studies in Education (OISE), Canada

Educators have been working to develop an important body of literature on neo-liberalism, capitalism, and imperialism. This

combines original empirical studies with literature review from critical adult education and feminist theory to examine the theories, and practices of adult education from a Marxist-Feminist perspective.

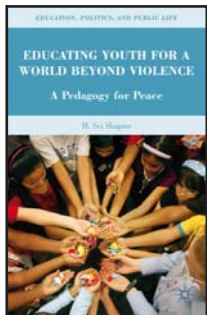
Contents: PART I: MARXIST-FEMINISTS ORGANIZING KNOWLEDGE / Introduction: A Specter Haunts Adult Education: Crafting a Marxist-Feminist Framework for Adult Education & Learning; S.Carpenter & S.Mojab / Ideology, Science, and Social Relations: A Reinterpretation of Marx's Epistemology; D.Smith / Building from Marx: Reflections on 'Race', Gender, and Class; H.Bannerji / PART II: MARXIST-FEMINIST PRAXIS / Examining the Social Relations of Learning Citizenship: Citizenship and Ideology in Adult Education; S.Carpenter / Learning to Mentor Young People: A Sainly Vocation or an Alienating Experience?; H.Colley / Exploring the Social Relations of Class Struggle in the Ontario Minimum Wage Campaign; S.Wilmot / The Ideological Construction of 'Canadian Work Experience': Adult Education and the Reproduction of Labor and Difference; B.Slade / PART III: MARXIST-FEMINISM, IMPERIALISM, AND CULTURE / Adult Education in/and Imperialism; S.Mojab / Materiality and Memory: A Marxist-Feminist Perspective on the 'Cultural Turn' in Adult Education; T.Silver / Epilogue: Living Revolution, Learning Revolution, Teaching Revolution; S.Mojab & S.Carpenter

October 2011	288pp	216x138mm
Hardback	£62.00	978-0-230-11581-1

Marxism and Education

Educating Youth for a World Beyond Violence

A Pedagogy for Peace



H. Svi Shapiro, Professor, Department of Educational Leadership and Cultural Foundations, University of North Carolina at Greensboro, USA

In a time of unprecedented social and economic crisis, this book represents a challenge to the orthodoxy that shapes our vision of educational purpose. It argues that now, more than ever, there is a moral

imperative for educators to assume responsibility for helping to bring about a culture of peace and non-violence.

Contents: Giving Peace a Chance / Truth and Violence / The Violence of Invisibility / Undoing the Narrative of Competition / Justice then Peace / Violence and the Crisis of Meaning / Critical Citizenship / A Pedagogy of Peace

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Hardback £55.00 978-0-230-10933-9

Education, Politics and Public Life

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Education and Gendered Citizenship in Pakistan



M. Ayaz Naseem, Assistant Professor of Education, Concordia University, Canada

This book challenges the uncritical use of the long held dictum of the development discourse that education empowers women. Situated in the post-structuralist feminist position it argues that in its current state the educational discourse in Pakistan actually disempowers women.

Contents: Conceptual Framework / Education System and the Educational Policy Discourse in Pakistan / Women and the State in Pakistan: A History of the Present / Educational Discourse and the Constitution of Gendered Subjectivities in Pakistan

January 2011 190 pp 234x156mm
Hardback £55.00 978-0-230-61853-4

Postcolonial Studies in Education

A New Social Contract in a Latin American Education Context

Danilo R. Streck, Director, Graduate School of Education, University of the Sinos Valley, Brazil

The book takes the social contract as a metaphor for understanding the challenges to education within a context of paradigmatic transition, and of profound social and political transformations.

Contents: A Scenario for Education / The New Social Contract: A Map for Educators / Emil (Rousseau) and the Limits of Citizenship / Autonomy Revisited / The Political-pedagogical Dimension of Participatory Budgeting (PB) / Pedagogy for a New Social Contract: Some Propositions

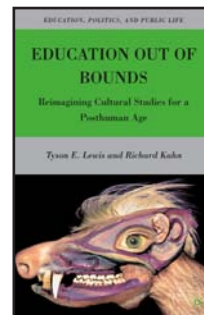
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Education out of Bounds

Reimagining Cultural Studies for a Posthuman Age



Tyson E. Lewis, Assistant Professor of Educational Philosophy, Montclair State University, USA and **Richard Kahn, Core Faculty in Education,** Antioch University, USA

Through a unique combination of critical, posthumanist, and educational theories, the authors engage in a surreal journey into the worlds of feral children, alien reptoids, and faery faiths in order to understand how social movements are renegotiating the boundaries of community.

Contents: Introduction: These Monstrous Times: From Bestiary to Posthumanist Pedagogy Victor, The Wild Child: Humanist Pedagogy and the Anthropological Machine / The Reptoid Hypothesis: Exopedagogy and the UFOther Faery Faiths: Altermodernity and the Divine Violence of Exopedagogy / Conclusion: A Monstrous Love Affair: The Ethics of Exopedagogy

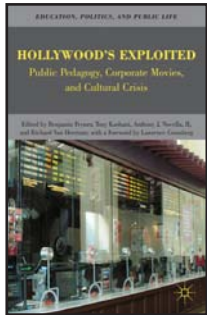
January 2011 204pp 234x156mm
2pp figures
Hardback £55.00 978-0-230-62254-8

Education, Politics and Public Life



Hollywood's Exploited

Public Pedagogy, Corporate Movies, and Cultural Crisis



Edited by Benjamin Frymer, Assistant Professor of Sociology, Sonoma State University, USA; Director of Project Censored, Tony Kashani, Associate Professor of Film & Media Studies, College of San Mateo, USA; Adjunct Faculty Member, Kaplan University, Anthony J. Nocella, II, completing his doctoral work at Syracuse University, USA; Visiting Scholar, SUNY Cortland's Centre for Ethics, Peace and

Social Justice (CEPS); Teacher, Le Moyne College and Richard Van Heertum, Assistant Professor of Education, CUNY/College of Staten Island, USA

Foreword by Lawrence Grossberg

This book provides an interdisciplinary and collaborative anthology that seeks to make a compelling and exciting analysis of contemporary Hollywood film texts (and the larger industry and society to which they are dialectically related) in light of Giroux's ideas about public pedagogy.

Contents: Foreword; L.Grossberg / Preface; - Toby Miller / Introduction; Benjamin Frymer, Tony Kashani, Anthony J. Nocella, II and Richard Van Heertum / PART I: HOLLYWOOD & IDEOLOGY / PART II: HOLLYWOOD RE-PRESENTS THE OTHER / PART III: HOLLYWOOD AGES / PART IV: HOLLYWOOD BEYOND THE HUMAN

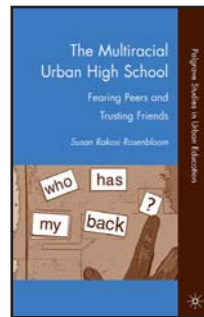
A Full Table of Contents is Available at: www.palgrave.com

January 2011	270pp	216x138mm
Hardback	£55.00	978-0-230-62199-2

Education, Politics, and Public Life

The Multiracial Urban High School

Fearing Peers and Trusting Friends



Susan Rakosi Rosenbloom, Assistant Professor of Sociology, Drew University, USA

From 1996-2000, thirty minority teenagers (African American, Chinese American, Puerto Rican American, and Dominican American) were interviewed every year for four years to investigate how their experiences in high school shaped their social relationships.

Contents: Rethinking High School as a Relational Journey / Immigrant Dream and/or Educational Delusion? / 'It's a Bad School Because of the Kids' / Longitudinal Case Studies of Friendship Patterns: Isidora, Reginald Mei Ling, and Lena / Racial and Ethnic Discrimination among Peer Groups / The Trappings of School Choice in a Neighborhood School / Conclusion: Politicizing Peer Relationships

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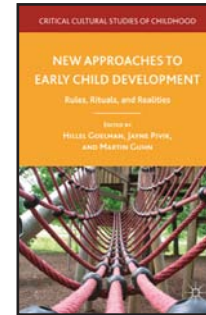
Palgrave Studies in Urban Education

ebook available from: Palgrave Connect Education Collections



New Approaches to Early Child Development

Rules, Rituals, and Realities



Edited by Hillel Goelman, University of British Columbia in Vancouver, Canada, Jayne Pivik, Community Psychologist and Martin Guhn, Doctoral Candidate, Educational Psychology, University of British Columbia, Canada

This book describes the findings of a five-year journey of inquiry of medical and social scientists. Of particular interest and emphasis

are issues of gender, poverty, Aboriginal status, and cultural factors that frame the lives of 'typical' and 'non-typical' young children and their families in urban, rural and remote communities.

Contents: Theory and background to the CHILD Project / Rules, Rituals and Realities: From Theory to Practice / What We Have Learned about Poverty and Vulnerability / What We Have Learned about Aboriginal Children and Families / What We Have Learned about Early Identification and Screening Programs / What We Have Learned about Nurturant Environments for Children / What We Have Learned about Interdisciplinarity / What We Have Learned about University-Community Collaboration / The Graduate Student Experience / Conclusions and New Beginnings

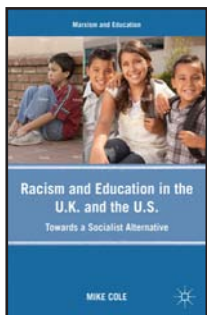
May 2011	274pp	216x138mm
Hardback	£55.00	978-0-230-10543-0

Critical Cultural Studies of Childhood

Racism and Education in the U.K. and the U.S.



Towards a Socialist Alternative



Mike Cole, *Research Professor in Education and Equality; Director, Centre for Education for Social Justice, Bishop Grosseteste University College Lincoln, UK*

This text extends Marxist analysis to include key concepts from the work of neo-Marxists Antonio Gramsci and Louis Althusser. It looks in detail at racism in the U.K. and the U.S. and goes on to

examine the differences between schooling and education, and their relationship to racism in those two countries and in the Bolivarian Republic of Venezuela.

Contents: Socialism, Marxism, and neo-Marxism / Racism in the U.K. / Racism in the U.S. / Interpellation, Hegemony, and Schooling and the Potential of Counter-Hegemonic Anti-racist Education / The Bolivarian Revolution, Twenty-first Century Socialism, and Counter-hegemonic Education in Venezuela / Implications for Classroom Practice in the U.K. and the U.S.

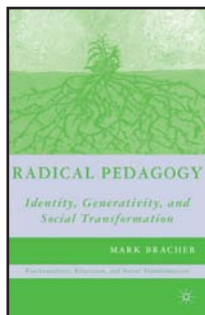
July 2011	256 pp	216x138mm
Hardback	£55.00	978-0-230-10379-5
Paperback	£18.00	978-0-230-10380-1

Marxism and Education

Radical Pedagogy



Identity, Generativity, and Social Transformation



Mark Bracher, *Professor of English; Director, Centre for Literature and Psychoanalysis, Kent State University, USA*

'Bold, sophisticated, and provocative.' - Lynn Worsham, Professor of English, Illinois State University, USA

This book argues that longstanding pedagogical aims and practices are ineffective in promoting

learning and social change and proposes a new strategy for achieving these ends.

Contents: Introduction / PART I: IDENTITY, LEARNING, AND SOCIAL PROBLEMS / Identity, Motivation, and Recognition / Linguistic Identity / Affective and Imagistic Identity / Identity Integration and Defenses / Identity Structure / PART II: IDENTITY-UNDERMINING PEDAGOGIES / Teachers' Identities as Obstacles to Radical Pedagogy / Authoritarian and Establishment Pedagogies / Pedagogies of Resistance and Empowerment / Historicism as Obstacle to Radical Pedagogy / PART III: DEVELOPING TEACHERS' IDENTITIES / Self Analysis for Teachers / Generative Identity and the Need to Teach / PART IV: PROMOTING STUDENTS' IDENTITY DEVELOPMENT / Supporting Pro-Social Identity Contents / Promoting Identity Integration / Developing Students' Identity Structures

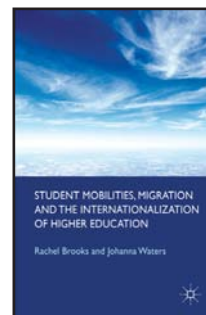
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Psychoanalysis, Education and Social Transformation

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Student Mobilities, Migration and the Internationalization of Higher Education



Rachel Brooks, *Professor of Education, Brunel University, UK and Johanna Waters*, *Lecturer in Human Geography, University of Liverpool, UK*

This book develops a comprehensive understanding of the motivations and experiences of students who choose to study abroad for the whole or part of a degree. It includes case studies of

students from East Asia, Europe and the UK, and considers the implications of their movement for contemporary higher education.

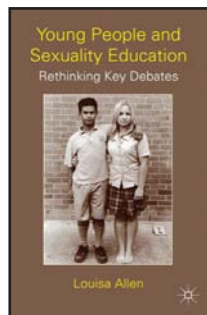
Contents: List of Tables and Figures / Acknowledgements / Introduction / Policy Context / Mobility of East Asian Students / Mobility within Mainland Europe / International Mobility of UK Students / Geographies of Student Mobility / Student Mobility and the Changing Nature of Education / Conclusion / References

April 2011	208pp	216x138mm
2 b/w tables and 1 figure		
Hardback	£55.00	978-0-230-57844-9



Young People and Sexuality Education

Rethinking Key Debates



Louisa Allen, Senior Lecturer, School of Education, University of Auckland, New Zealand

This book innovatively re-visions the possibilities of sexuality education. Utilising student critiques of programmes it reconfigures key debates in sexuality education including: Should pleasure be part of the curriculum? Who makes the best educators? Do students

prefer single or mixed gender classes?

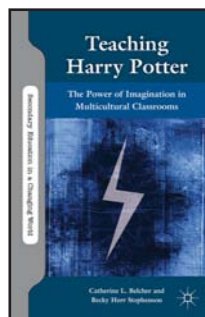
Contents: Introduction / Doing 'it': Researching Sexuality / 'They think you shouldn't be having sex anyway': Young People's Critique of Sexuality Education Content / Men are from Mars and Women are from Venus? Re-thinking Gender Differences in Sexuality Education Content / 'Pleasurable pedagogy': Young People's Thoughts about Including 'Pleasure' in Sexuality Education / 'It's not who they are it's what they're like': Re-conceptualising the 'best educator' Debate / Sexuality Education Re-Imagined? Relinquishing the Disease and Pregnancy Prevention Focus / An Impossible Practice? Implications for Future Sexuality Education / Notes / References / Index

January 2011	216pp	216x138mm
Hardback	£50.00	978-0-230-57943-9

ACADEMIC GUIDES AND TEACHING

Teaching Harry Potter

The Power of Imagination in Multicultural Classrooms



Catherine L. Belcher, Assistant Professor of Language and Culture in Education, Loyola Marymount University, USA and **Rebecca Herr Stephenson**, Postdoctoral Researcher, Humanities Research Institute, University of California, USA

Given the current educational climate of high stakes testing, standardized curriculum, and 'approved' reading

lists, incorporating unauthorized, popular literature into the classroom becomes a political choice. The authors examine why teachers choose to read Harry Potter, how they use the books, and the resulting teacher-student interactions.

Contents: Introduction: Why Harry? / PART I: ON HARRY AND EDUCATION: WAKING THE DRAGON / Moving beyond the 'Muggle Mindset': Possibilities for Learning in the New Millennium / Defending the (not really) Dark Arts: Teaching to Break the DADA Curse / PART II: / Teacher A: Andrew / Teacher B: Sandra / Teacher C: Allegra / Imagining More: Reflections on Education in the Mirror of Erised (Desire) / Appendix A: Additional Teacher Stories on Teaching Harry

September 2011	208pp	216x138mm
Hardback	£55.00	978-0-230-11028-1

Secondary Education in a Changing World
Series Editors: Barry Franklin and Gary McCulloch

Children Learning Second Languages



Annamaria Pinter, Associate Professor, CELTE, University of Warwick, UK

This comprehensive guide to research and debate centres around language learning in childhood, the age factor and the different contexts where language learning happens, including home and school contexts. The scope is wide, capturing examples of studies with different age groups,

different methodological approaches and different languages.

Contents: List of Tables / Series Editors' Preface / Acknowledgements / Introduction / PART I: BACKGROUND TO CHILD SECOND LANGUAGE ACQUISITION AND PEDAGOGY / PART II: OVERVIEW OF RESEARCH STUDIES / PART III: ISSUES IN FUTURE RESEARCH AND PRACTICE / PART IV: RESOURCES

A Full Table of Contents is Available at: www.palgrave.com

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7 tables		
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Research and Practice in Applied Linguistics



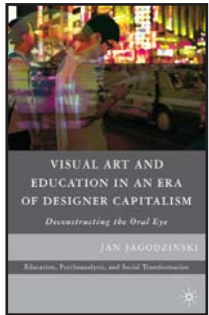
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Visual Art and Education in an Era of Designer Capitalism

Deconstructing the Oral Eye



Jan Jagodzinski, *Professor of Secondary Education, University of Alberta, Canada*

'This is a very important book, worthy of serious study and deliberation... the most compelling arguments for the teaching of art can be found in this publication.'

- Jerome J. Hausman, *Media Review*

This book offers a unique perspective of art and its education in designer capitalism. It will contribute to the debate as to possibilities art and design hold for the future. It also questions the broad technologization of art that is taking place.

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CHILDHOOD AND YOUTH CULTURE

Governing Young Children, Families, and their Care



A Critical Policy Analysis of Early Education and Child Care

Marianne N. Bloch, *Professor of Early Childhood Education, University of Wisconsin-Madison, USA*

The primary purpose of this book is to speak to the construction of the field of early childhood education and child care, children and families, as well as the concept of welfare and well-being in the United States of America.

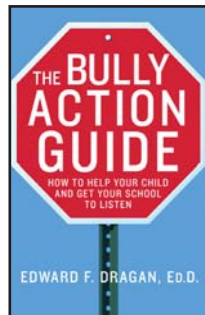
July 2011	256pp	216x138mm
Hardback	£55.00	978-0-230-62177-0

Critical Cultural Studies of Childhood

The Bully Action Guide



How to Help Your Child and Get Your School to Listen



Edward F. Dragan, *EdD*
Expert on student safety in school. He has worked as a principal and as a teacher and has spent 11 years at the New Jersey Department of Education, USA

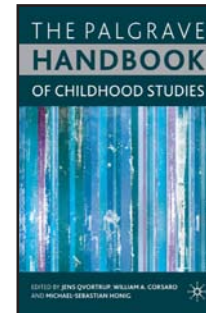
Bullying used to be thought of as an unpleasant rite of passage, but now psychologists are realizing that it does real harm. As many as 40% of children report that they have

experienced bullying at school or online through their school community.

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May 2011	256pp	216x138mm
Paperback	£10.99	978-0-230-11042-7

The Palgrave Handbook of Childhood Studies



Edited by Jens Qvortrup, Department of Sociology, Norwegian University of Science and Technology, Norway, William A. Corsaro, Department of Sociology, Indiana University, USA and Michael-Sebastian Honig, University of Trier, Germany

'A very impressive collection that covers a breathtaking amount of ground.' - *Social Sciences Review*

A landmark publication in the field, this state of the art reference work, with contributions from leading thinkers across a range of disciplines, is an essential guide to the study of children and childhood, and sets out future research agendas for the subject.

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COMPARATIVE EDUCATION

Educational Policies and Inequalities in Europe



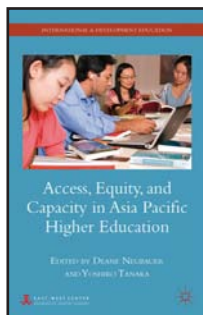
Edited by Marc Demeuse, Professor, Faculty of Psychology and Educational Sciences, University of Mons, Belgium, Daniel Frandji, Senior Researcher in Sociology, Centre Alain Savary, National Pedagogic Research Institute, France; Mediterranean Laboratory of Sociology, France, David Greger, Senior Researcher, Faculty of Education, Charles University in Prague, Czech Republic and Jean-Yves Rochex, Professor of Education Sciences, Paris 8 University in Saint-Denis, France

This book analyzes policies in eight European countries that aim to intervene in the reproduction of social and educational inequalities. In order to understand why some policies succeed and others fail, it is necessary to look at education systems through cross-national comparison.

Contents: List of Tables / Acknowledgements / Foreword; S.Power / Introduction: Towards a Comparison of Priority Education Policies in Europe; D.Frandji / Policy Interventions to Reduce Educational Inequalities: The Case of England; L.Antoniou, A.Dyson & C.Raffo / Priority Education Policies in Belgium: Two Modes of Regulation of the Effects of a Market Logic; N.Friant, M.Demeuse, A.Aubert-Lotarski & I.Nicaise / Twenty Five Years of Priority Education Policy in France: Dubious Specificity and Disappointing Results; J.Rochex / Greece: Educational Programmes in Support and Innovation; G.Varnava-Skouira; D.Vergidis & C.Kassimi / From the Invention of the Democratic City to the Management of Exclusion and Urban Violence in Portugal; J.Correia, I.Cruz, J.Rochex & L.Salgado / Priority Education Policies in the Czech Republic: Redesigning Equity Policies in the Post-Communist Transformation; D.Greger, M.Levínská & I.Smetáčková / Romania: A System in Evolution, Searching for its Conceptual References; C.Rus / Sweden: Priority Education Policies in Times of Decentralization and Individualization; G.Francia & L.Herrera / Conclusion: Priority Education Policies in Europe: From One 'Age' and One Country to Another; J.Rochex / Bibliography / Index

December 2011 320pp 216x138mm
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Access, Equity, and Capacity in Asia-Pacific Higher Education



Edited by Deane E. Neubauer, Senior Consultant to the Education Program, University of Hawai'i, USA and Yoshiro Tanaka, Professor of Comparative and International Higher Education, J. F. Oberlin University, Japan; Executive Director, Organization for Comprehensive Research
'Higher education is growing most rapidly in the Asia-Pacific region...'

This book will help readers understand the current situation of higher education not only in this region but everywhere that they may work.' - Shinichi Yamamoto, Hiroshima University, Japan

Contents: Introduction: Access, Equity, and Capacity; D.E. Neubauer & Y.Tanaka / Access, Equity, Capacity: Initiating Some Distinctions; D.E. Neubauer & J.N.Hawkins / Variations on Equity and Access in Higher Education in Asia; J.N.Hawkins / Defining and Measuring Capacity in Asia Pacific Higher Education; D.E. Neubauer / A New World Order? The Emergence of 'Structured Opportunity Markets' in Higher Education; J.A.Douglass / Equity and Access in a Constantly Expanding Indonesian Higher Education System; I.Abdulla / Quality as Key in Vietnam's Passage to Educational Integration; B.Phuong Lan / The Dilemma of Higher Education Policy Choices in Japan; Y.Tanaka / Aligning Capacity with Needs in the Process of Massification of Higher Education in China: Northeast Normal University as a Case; Y.Zhong / Access, Equity and Capacity: Concepts and Practices vs. National Development and Demographic Shifts of Malaysian Higher Education; A.Bin Hussein, Z.Mohd Fahmi, & B.Vassu / Social Justice, Equal Access, and Stratification of Higher Education in Taiwan; Y.Shen-Keng & C.Sheng-Yao / Access, Equity, Capacity in Asia Pacific Higher Education: Managing the Trade-Offs in the Philippines; E.de Jesus / The Effect of Cross-Border Provision on Higher Education Access, Equity and Capacity in the Asia-Pacific Region; C.Ziguras / Tensions between Autonomy and Accountability: Access, Equity, and Capacity in Korean Higher Education; M.Yeom / Two Decades of Rapid Higher Education Change: Losses and Gains in Equity, Capacity, and Access in Asia Pacific Higher Education; Y.Tanaka & D.E. Neubauer

May 2011 246 pp 216x138mm
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International & Development Education

Globalization and the Transformation of Russian and Eurasian Higher Education

Mark S. Johnson, Associate Professor of History, Colorado College, USA

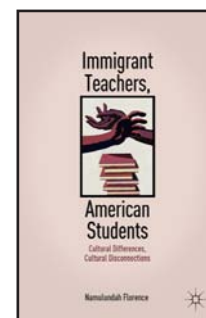
This book is the first comprehensive analysis in English of the dramatic changes that transformed higher education systems in Russia and Eurasia as they emerged from Soviet control.

Contents: Introduction: An Unprecedented Experiment in Systemic Transformation? / Historical Legacies of Imperial and Soviet Higher Education / "Shocks" of Globalization and Attempted Reforms After 1991 / "Therapies" of Globalization and International Assistance Programs / Higher Education in Ukraine and Belarus / Higher Education in the Russian Federation / Higher Education in the Southern Caucasus / Higher Education in Central Asia / Systemic Crises and Patterns of Reform in Russian and Eurasian Higher Education / Conclusion: Unfinished Experiments and a New Era of Transnational Cooperation?

February 2011 272pp 234x156mm
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Immigrant Teachers, American Students

Cultural Differences, Cultural Disconnections



Namulundah Florence, Assistant Professor of Educational Foundations, School of Education, Brooklyn College, CUNY, USA

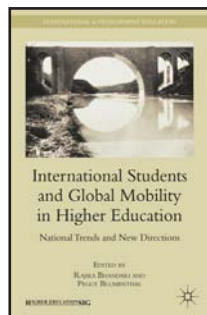
As a mini-ethnographic study, this book draws on critical and multicultural theories to explore the cross-cultural complexities of teacher/student interactions in the classroom.

Contents: Endemic Racial Hierarchy / Comparative Overview of African and the United States Society / Academic Excellence / Respect / Resources and Relationships / A Window in Time

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International Students and Global Mobility in Higher Education

National Trends and New Directions



Edited by Rajilka Bhandari, Director of Research and Evaluation, Institute for International Education, USA and Peggy Blumenthal, Executive Vice President, Vice President of Educational Services, Institute of International Education, USA

This book examines current trends in global student mobility patterns in several key host and destination countries, including the United

States, China, India, South Africa, Mexico, Australia, and Germany, among others, and will explore the national and global-level factors that contribute to these trends.

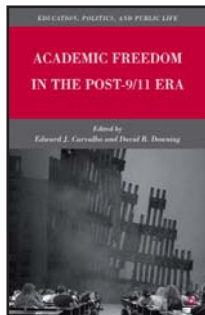
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International & Development Education

EDUCATION THEORY AND POLICY

Academic Freedom in the Post-9/11 Era



Edited by Edward J. Carvalho, Instructor of English and David B. Downing, Professor of English, both at Indiana University of Pennsylvania, USA

This timely collection features an impressive assembly of the nation's leading intellectuals, addressing some of the most urgent issues facing higher education in the United States today.

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Education, Politics and Public Life

Actionable Postcolonial Theory in Education



Vanessa Andreotti, Senior Lecturer of Education, University of Canterbury, UK

Andreotti illustrates how postcolonial theory is applied in the contexts of educational research/critique and in pioneering pedagogical projects. She offers an accessible and useful overview and comparison of theoretical debates related to critiques of Western/Northern hegemony.

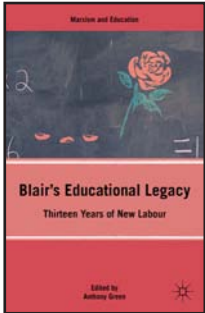
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Postcolonial Studies in Education

Blair's Educational Legacy

Thirteen Years of New Labour



Anthony Green, Senior Lecturer, Department of Educational Foundations and Policy Studies, Institute of Education, University of London, UK

Providing an overview and Marxist assessment of Tony Blair and New Labour's UK education policies, structures, and processes, the contributors in this exciting new collection discuss specific aspects of

education policy and practices.

Contents: Introduction; A.Green / Capitalisation by Stealth: The Business Takeover of Schools in England; G.Rikowski / All the Wrong Answers: Labour's Corporate-Centred Education Initiatives; K.Farnsworth / The Knowledge-based Economy and the Transformation of Higher Education: Issues Concerning Enclosing and Protecting the Intellectual Commons; M.Bellamy / The Professional Imagination: Further Education Professionalism In and Beyond a Neo-liberal Context; D.Gleeson / The Privatisation of Education Phase II: Perspectives on State Schools the Private Sector and Ten Years of a Labour Government; T.Hafid / Management and Governance of the School System; R.Hatcher / City: Academies, Alienation, Economism and Contending Forces for Change; P.Woods / Curriculum Change in the Blair Years; T.Wrigley / Education Still Make you Sick Under Gordon Brown, Innit?; M.Allen & P.Ainley / Ten Years of Education Policy and 'Race' Inequality: Whiteness or Neo-liberal Practice?; A.Maisuria / Gendered Practices in Education; R.George & J.Wadsworth

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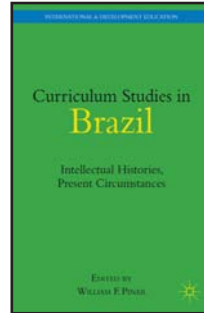
Marxism and Education

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Curriculum Studies in Brazil

Intellectual Histories, Present Circumstances



Edited by William F. Pinar, Canada Research Chair, Centre for International Curriculum, Faculty of Education, University of British Columbia, Canada

This collection, comprised of chapters focused on the intellectual histories and present circumstances of curriculum studies in Brazil, is Pinar's summary of exchanges (occurring over a two-year

period) between the authors and members of an International Panel (scholars working in Finland, South Africa, the United States).

Contents: Curriculum Studies in Brazil: An Overview; A.Kumar / Everyday Life in Schools; N.Alves / Curriculum Disfiguration; A.C.Amorim / Curriculum Research in Brazil; E.S.de Sá Barretto / Curriculum as Practiced; C.E.Ferraço / Libraries and Identities; A.C.Lopes / Curriculum as Enunciation; E.Macedo / The Primacy of the Quotidian; I.B.de Oliveira / The Exchanges; W.F.Pinar / Curriculum Studies in Brazil: Four Concepts; W.F.Pinar / Epilogue: The Final Word; A.C.Amorim & E.Macedo

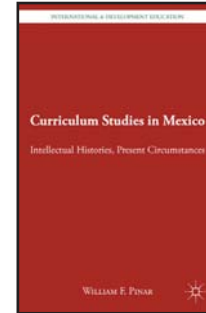
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International & Development Education

Curriculum Studies in Mexico



Intellectual Histories, Present Circumstances



William F. Pinar, Teaches Curriculum Theory; Holder of the Canada Research Chair; Director, Centre for the Study of Internationalization of Curriculum Studies, University of British Columbia, Canada; author of *What Is Curriculum Theory?*

Of interest to scholars both within and outside the U.S., this volume reports how curriculum studies scholars in Mexico understand their field's

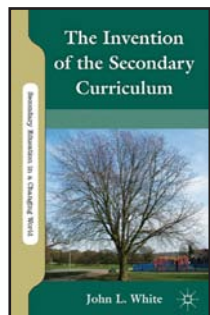
intellectual history, its present circumstances, and the relations among these intersecting domains with globalization.

Contents: Introduction; W.F.Pinar / Curriculum Studies in Mexico: An Overview; A.Kumar / Footprints and Marks on the Intellectual History of Curriculum Studies in Mexico: Looking toward the Second Decade of the XXI Century; A.de Alba / Curriculum Studies in Mexico: Current Circumstances; F.Diaz Barriga Arceo / Curriculum Studies in Mexico: Origins, Evolution and Current Tendencies; Á.Díaz-Barriga / Curriculum Studies in Mexico: Key Scholars; A.Furlan / The Institutionalization of Curriculum Studies in Mexico: Understanding Acculturation, Hybridity, Cosmopolitanism in Ibero-America; J.M.García Garduño / Revisiting Curriculum Studies in Mexico; R.Glazman-Nowalski / Curricular Aspects of Professional Training in Mexico at the Beginning of the Twenty-First Century; M.Concepción Barrón Tirado Curriculum Studies in Mexico: The Exchanges, the Concepts, the Practices; W.F.Pinar / Epilogue: The Final Word

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The Invention of the Secondary Curriculum ☆



John L. White, *Emeritus Professor of Philosophy of Education, Institute of Education, University of London, U.*

Across much of the world there is now a standard secondary school curriculum based on a traditional array of subjects. This is the first work to tell the story of its invention, from the sixteenth century until the present day. The

book concludes with a sketch of an alternative: a curriculum based on a well-argued set of fundamental aims.

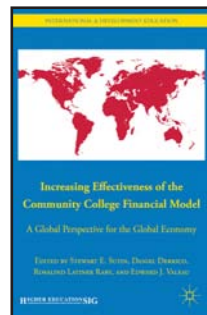
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Secondary Education in a Changing World
Series Editors: Barry Franklin and Gary McCulloch

Increasing Effectiveness of the Community College Financial Model ☆

A Global Perspective for the Global Economy



Edited by Stewart E. Sutin, *Clinical Professor; Associate Director, Institute for Higher Education Management, University of Pittsburgh, USA*, Daniel Derrico *Ed.D. former Interim Chancellor; Vice Chancellor for Administration and Finance, Alamo Community College District, USA*, Rosalind Latiner Raby, *Ph.D. Senior Lecturer, California State University USA and Edward J. Valeau Ph.D.; Retired*

Superintendent/President, Hartnell College, USA

This book seeks to explore thematic and pragmatic applications of financing the community college to help facilitate educational reform, to assist efforts related to internationalization and to create systemic support systems to maintain the mission.

Includes a case study on Effective Skills for Developing MBA in FE Leadership in the United Kingdom

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International & Development Education

Policy Debates in Comparative, International, and Development Education ☆



Edited by John N. Hawkins, *Professor Emeritus; former Chair, Social Science and Comparative Education Division, Graduate School of Education and Information Studies, University of California, USA* and W. James Jacob, *Director, Institute for International Studies in Education, University of Pittsburgh, USA; formerly Assistant Director, Centre for International and*

Development Education, University of California

Written by two leading scholars in the international and comparative education fields, this collection addresses current education policy trends at the global, regional, national, and local levels.

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Dialogue and Critique with Marx, Nietzsche, and Foucault ☆

Reviving Radical Political Economy and Education in the 21st Century

Mark Olssen, *Professor of Political Theory and Education Policy, Department of Political, International and Policy Studies, University of Surrey, UK* and Michael A. Peters, *Professor of Education, University of Illinois at Urbana-Champaign, USA*

This book seeks to critically appraise Marxism as the basis of a radical Political Economy from a perspective informed by Michel Foucault.

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Marxism and Education

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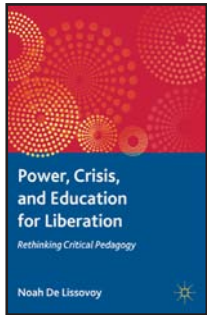
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Power, Crisis, and Education for Liberation



Rethinking Critical Pedagogy



Noah De Lissovoy, *Assistant Professor of Social Foundations of Education, Department of Educational Leadership and Policy Studies, University of Texas, USA*

Progressive educational approaches are currently in crisis in the face of globalization and conservative retrenchment. This book proposes a new framework for critical

pedagogy that develops strategies for responding to the proceduralization of schooling and public life in general.

Contents: Introduction: Critical Pedagogy in Crisis / PART I: UNDERSTANDING POWER IN CONTEMPORARY EDUCATION / PART II: RETHINKING LIBERATION IN EDUCATION AND SOCIETY

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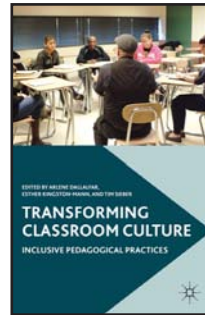
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Transforming Classroom Culture



Inclusive Pedagogical Practices



Edited by *Arlene Dallalgar, Associate Professor of Anthropology and Gender Studies, Lesley University, USA, Esther Kingston-Mann Professor of History; Roy J. Zuckerman Chair and R. Timothy Sieber, Professor of Anthropology, both at University of Massachusetts, USA*

Focuses on institutional contexts that promote innovation in teaching practice, faculty identity as a resource for effective pedagogy, and dilemmas and outcomes of student-faculty engagement in the classroom. Demonstrates the successes of faculty who collaborate with colleagues to develop strategies instead of striving for excellence as individuals.

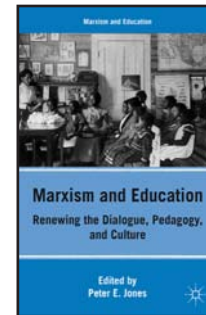
Contents: Foreword: Microcosms of Hope: Foreword; H. Jones / Introduction: Faculty Collaboration and Transformative Pedagogical Practice; T. Sieber, E. Kingston-Mann & A. Dallalgar / The Institutional Context of Innovation and Change / Academic integrity and Academic Inclusion: The Mission of the 'Outsider Within'; E. Kingston-Mann / A History Lived and Lessons Learned: Collaboration, Change, and Teaching Transformation; T. Sieber / Pedagogy for the Professoriate: The Personal Meets the Political; D. Patmon / PART I: FACULTY IDENTITY AS A RESOURCE FOR EFFECTIVE TEACHING / Imaging the Spaces between Art and Inclusive Pedagogy; V. Poey / Inexplicable Desire, Pedagogical Compulsion: Teaching the Literatures of the Middle East; R. Srikanth / Teaching Women's Lives: Feminist Pedagogy and the Sociological Imagination; A. Dallalgar / Teaching Art History at an Art School: Making Sense from the Margin; S.K. Sanyal / PART II: ENGAGING STUDENTS IN LEARNING / The Whole Person in Front of Me: Toward a Pedagogy of Empathy and Compassion; R.A. Robinson / Teaching Ethics Through Multicultural Lenses; J. Lucas / Hearing Students' Silence: Issues of Identity, Performance, and Recognition in College Classrooms; C. Panofsky & L. Bogad / Exploring and Exploding the Boundaries of Inclusive Teaching: Social Class Confronts Race and Gender; P. Brown / Building Agency through Writing; M. Jones / Words Matter: Vocabulary in a Diverse Pre-college-level Writing Class; R. Pepp

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Marxism and Education



Renewing the Dialogue, Pedagogy, and Culture



Edited by *Peter E. Jones, Principal Lecturer in Communication Studies, Sheffield Hallam University, UK*

Marxist thinking can offer a critical understanding of education in an international context. Jones tackles these issues from a variety of angles and perspectives, taking advantage of recent theoretical innovations in Marxist analysis as well as the personal experiences of educational practitioners with Marxist commitments. With a specific focus on pedagogical practices as cultural practices, this book combines detailed case studies of local situations with broad, critical overviews of global development and challenges.

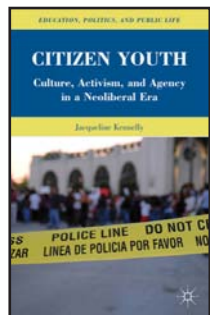
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August 2011 256pp 216x138mm
Hardback £55.00 978-0-230-11169-1

Marxism and Education

Citizen Youth ★

Culture, Activism, and Agency in a Neoliberal Era



Jacqueline Kennedy,
Adjunct Professor of Sociology, Carleton University in Ottawa, Canada

What are the ties that bind the 'good youth citizen' and the youth activist in the twenty-first century? Young people are encouraged to save the world via community projects that resemble activism, yet increasingly risk arrest for public acts of dissent. This

book explores the cultural dynamics of being young and politically engaged.

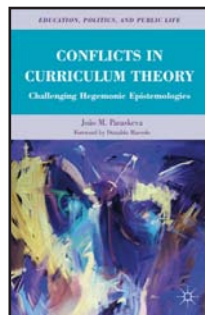
Contents: 'Citizen Youth' in the Twenty-First Century / Understanding Youth Political Engagement: Unpacking Youth Citizenship as Governance / Constructing the Good Youth Citizen: A History of the Present / Good Citizen/Bad Activist: The Cultural Role of the State in Youth Political Participation / Class Exclusions, Racialized Identities: The Symbolic Economy of Youth Activism / Becoming Actors: Agency and Youth Activist Subcultures

July 2011	206pp	216x138mm
Hardback	£55.00	978-0-230-10668-0

Education, Politics and Public Life

Conflicts in Curriculum Theory ★

Challenging Hegemonic Epistemologies



João M. Paraskeva,
Associate Professor, Centre for Policy Analysis and Policy Studies, School of Education, Public Policy, and Civic Engagement, University of Massachusetts, USA

This book challenges educators to be agents of change, to take history into their own hands, and to make social justice central to the educational endeavor. Paraskeva embraces a pedagogy of

hope championed by Paulo Freire where people become conscious of their capacity to intervene in the world to make it less discriminatory and more humane.

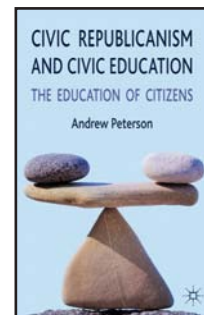
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July 2011	270pp	216x138mm
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Education, Politics and Public Life

Civic Republicanism and Civic Education ★

The Education of Citizens



Andrew Peterson, *Senior Lecturer in Education, Canterbury Christ Church University, UK*

'Andrew Peterson has written a truly excellent book grounded in a deep understanding of the field. His writing is accessible, intelligent, measured and level-headed and stands out for its clarity. His work is a significant contribution

to the understanding of the relationship between contemporary civic republicans and civic educators. It is informative, inspiring and wise and it should be compulsory reading for all involved in education for citizenship'. - James Arthur, Head, School of Education, University of Birmingham, UK; Editor of the *British Journal of Educational Studies*

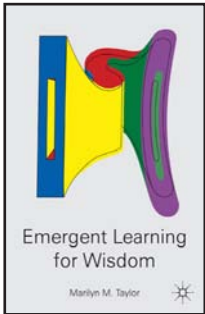
'With this book, Andrew Peterson has rendered a great service to civic educators around the world... This careful exploration of civic republican theory and its implications for civic education makes a very important contribution to scholarship and practice in the field'. - Alan Sears, Professor of Social Studies Education, University of New Brunswick, Canada

This book critically explores civic republicanism in light of contemporary republican political theory and the influence of republican models of citizenship in recent developments in civic education across a number of Western nations.

Contents: Foreword / Introduction / The Civic Republican Revival / The Origins of Civic Republican Thought / Civic Obligation and the Common Good / Civic Virtue / Civic Republican Deliberative Democracy / The Expression of Civic Republicanism in Civic Education / A Civic Republican Theory of Civic Education? / Bibliography / Index

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Emergent Learning for Wisdom



Marilyn M. Taylor, Professor, School of Leadership Studies; Director, Todd Thomas Institute for Values-Based Leadership, Royal Roads University, Canada

The new millennium presents us with unexpected events that challenge us to think and act in different ways. Meeting these challenges requires creation of knowledge and

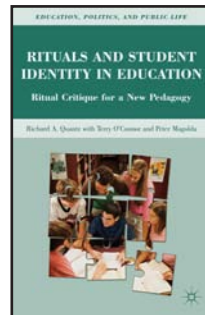
development of wisdom. This book draws together forty years of scholarship, practice and original research, to catalyze our expertise in learning about what we don't know.

Contents: A Twenty-first Century Learning Agenda: Challenges and Possibilities / Learning in the Twenty-first Century: Embedded, Emergent, and Embodied / Emergent Learning from an Inside-Out Perspective / Converging Perspectives on Emergent Learning / Leading Ourselves: Cultivating Personal Practices for Emergent Learning / Global Imperatives, Emergent Learning, and Leadership

March 2011	266pp	234x156mm
7 figures		
Hardback	£57.50	978-0-230-60367-7

Rituals and Student Identity in Education

Ritual Critique for a New Pedagogy



Richard A. Quantz, Professor of Social Foundations and Education, Miami University, USA

An exploration of how the nonrational aspects of schooling, especially ritual(s), have been harnessed to construct a commonsense which serves the interests of transnational corporations, leaving those educators committed to democracy

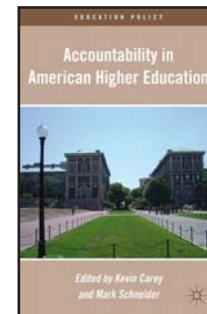
to develop a new pedagogy that rejects the technical solutions that present reforms demand.

Contents: Introduction to the Non-rational in Education: Ritual and the Forming of Reality, Morality, and Identity / School Ritual as Performance: A Reconstruction of Durkheim's and Turner's Uses of Ritual / From Ethnography to Ritual Critique: The Evolution of a Method; T.O'Connor / Nonrational Classroom Performance: Ritual as Aspect of Action; P.Magolda / On Seminars, Ritual, and Cowboys / The Puzzlemasters: Performing the Mundane, Searching for Intellect, and Living in the Belly of the Corporation / Ritual Critique and the New Pedagogy

February 2011	206pp	234x156mm
Hardback	£55.00	978-0-230-10115-9
Paperback	£18.99	978-0-230-10116-6

Education, Politics and Public Life

Accountability in American Higher Education



Edited by Kevin Carey, Policy Director of Education Sector in Washington, D.C, USA and Mark Schneider, Vice President for New Education Initiatives, American Institutes for Research with the American Enterprise Institute; Distinguished Professor of Political Science, Stony Brook University, State University of New York, USA

In *Accountability in American Higher*

Education prominent academics, entrepreneurs, and journalists assess the obstacles to, and potential opportunities for, accountability in higher education in America. Providing analysis that can be used to engage institutions of higher education in the difficult but necessary conversation of accountability.

Contents: Introduction; K.Carey & M.Schneider / On the Foundations of Standardized Assessment of College Outcomes and Estimating Value Added; J.Steedle / Faculty Scholarly Productivity at American Research Universities; L.Martin / Student Unit Record Systems and Post-secondary Accountability: Exploiting Emerging Data Resources; P.Ewell / Higher Education Finance and Accountability; B.Terry-Long / Death of a University; K.Carey / What's Governance Got to do With It?; A.Neal, E.O'Connor & M.Black / How College Rankings are Going Global (and Why their Spread will be Good for Higher Education); B.Wildavsky / The Politics of Higher Education; M.Schneider / Accountability for Community Colleges: Moving Forward; S.Goldrick-Rab / Scaling Back Tenure: How Claims of Academic Freedom Limit Accountability in Higher Education; N.Riley / Policy Barriers to Post-Secondary Cost Control; B.Smith

January 2011	364pp	234x156mm
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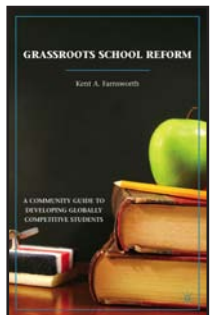
Education Policy

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Grassroots School Reform

A Community Guide to Developing Globally Competitive Students



Kent A. Farnsworth, *Mary Ann Lee Endowed Professor of Education Leadership and Policy Studies, University of Missouri - St. Louis, USA*

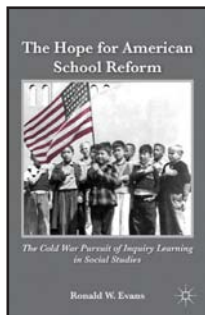
This book walks community activists through the rationale for assuming local responsibility for academic performance, outlines steps needed to drive that change, and suggests curricular direction and school policy requirements.

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The Hope for American School Reform

The Cold War Pursuit of Inquiry Learning in Social Studies



Ronald W. Evans, *Professor, School of Teacher Education, San Diego State University, USA*

The Hope of American School Reform tells the story of the origins of the reform in science and math education. The book is drawn, in part, on new research from previously untapped archival sources. The aim of this work is to contribute to our understanding of a

major effort to reform school curricula.

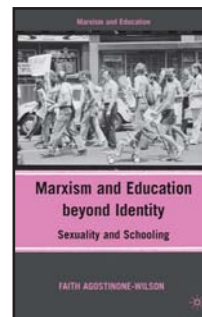
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December 2010	280pp	234x156mm
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Marxism and Education Beyond Identity

Sexuality and Schooling



Faith Agostinone-Wilson, *Associate Professor of Education, George Williams College, Aurora University, USA*

This book seeks to revive dialectical materialist interpretations of sexuality, relevant to K-12 settings and society. Issues addressed include: sexuality and the curriculum, theories of postmodernism,

socialist feminism, and activist tactics/strategies for organizing in K-12 settings.

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November 2010	268pp	234x156mm
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Marxism and Education

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Social Class, Social Action, and Education

The Failure of Progressive Democracy

Aaron Schutz, *Associate Professor; Chair, Department of Education, University of Wisconsin, USA*

Schutz demonstrates that progressive ideas of democracy emerged out of the practices of a new middle class, reacting, in part, against the more conflictive social struggles of the working-class. The volume traces two distinct branches of democratic progressivism: collaborative and personalist.

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Youth in a Suspect Society

Democracy or Disposability?

Henry A. Giroux, *Penn State University, USA*

'Henry Giroux is one of the most important public servants the last 100 years have produced.' - *Youth in a Suspect Society*

This book situates young people within theoretical and political considerations that offer up a new 'analytic of youth,' one that posits not only the emergence of a new way to talk about youth but also a new language for understanding and critically engaging the politics that frame their lives.

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Education Policy in Britain

2nd edition



Clyde Chitty, *Goldsmiths Professor of Policy and Management in Education, Goldsmiths College, University of London, UK*

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June 2009	296pp	216x138mm
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Contemporary Political Studies
Series Editor: John Benyon

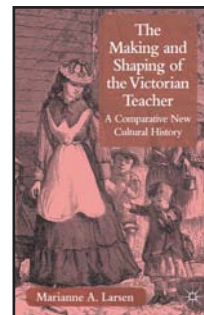


HISTORY OF EDUCATION

The Making and Shaping of the Victorian Teacher



A Comparative New Cultural History



Marianne A. Larsen, *Associate Professor, Faculty of Education, University of Western Ontario, Canada*

'Clearly-argued and meticulously-researched, linking the story of the Victorian teacher to contemporary educational policy, this book makes a significant contribution to advancing the history of education.' - Professor

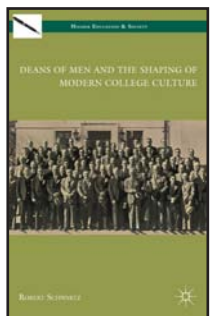
Kate Rousmaniere, *Miami University, USA*

Providing comparative and international contexts to understand the history of the making of the teacher in Victorian England, this is a compelling account of the development during this time of teacher training, inspections and certification - reforms which shaped the good teacher as a modern and moral individual.

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Deans of Men and the Shaping of Modern College Culture



Robert Schwartz, Associate Professor of Higher Education, Florida State University, USA

The scope of the book is to trace the role and work of the deans of men over time and how the deans managed the rapidly growing culture of the American college campus in the twentieth century.

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Higher Education and Society

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Albert Schweitzer's Legacy for Education

Reverence for Life

A. G. Rud, Head, Department of Educational Studies, Purdue University, USA

This is the first book devoted to the study of the thought of Albert Schweitzer as it relates to educational theory and practice. Rud argues that Schweitzer's life and work offer inspiration and timely insights for both educational thought and practice in our new century.

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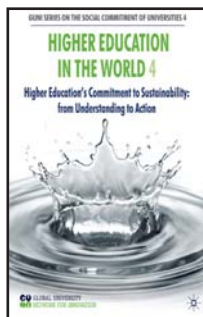
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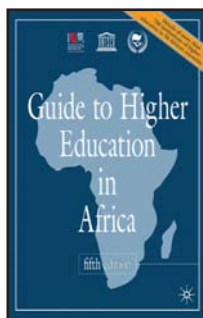
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March 2010	720pp	246x189mm
Paperback	£95.00	978-0-230-24256-2

TECHNOLOGY, MEDIA AND EDUCATION

Digital Education

Opportunities for Social Collaboration



Edited by Michael Thomas, Senior Lecturer in Digital Business Communication and Language Learning Technologies, University of Central Lancashire, UK

A collection of content-based chapters and case studies examining the pedagogical potential and realities of digital literacies in education. The book aims to examine a number of foundational aspects of Web 2.0

technologies and social media applications and to understand the implications for teaching, learning, and professional development.

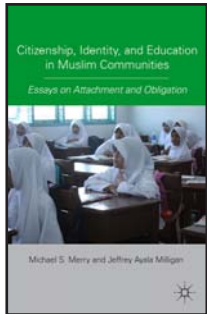
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February 2011	282pp	234x156mm
5pp figures		
Hardback	£57.50	978-0-230-11158-5

RELIGION AND EDUCATION

Citizenship, Identity, and Education in Muslim Communities

Essays on Attachment and Obligation



Edited by **Michael S. Merry**, Professor of Philosophy of Education, Faculty of Social and Behavioral Sciences, University of Amsterdam, The Netherlands and **Jeffrey Ayala Milligan**, Associate Professor of Philosophy of Education and Sociocultural and International Development Education Studies, Florida State University, USA

This volume represents a rich multi-disciplinary contribution to an expanding literature on citizenship, identity, and education in a variety of majority and minority Muslim communities. Each of these essays offer important insights into the various ways one may identify with, and participate in, different societies to which Muslims belong.

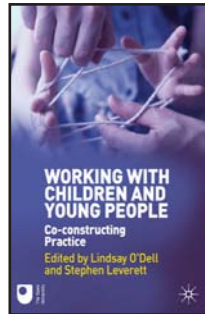
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January 2011	232pp	234x156mm
Hardback	£55.00	978-0-230-10454-9

INTRODUCTORY BOOKS

Working with Children and Young People

Co-constructing Practice



Edited by **Lindsay O'Dell**, Lecturer; Director of Postgraduate Studies and **Stephen Leverett**, Lecturer in Children and Young People, both at Faculty of Health and Social Care, The Open University, UK

A timely reader of interest to a wide academic discipline base, providing a critical account and new theoretical perspectives on practical issues arising in working with

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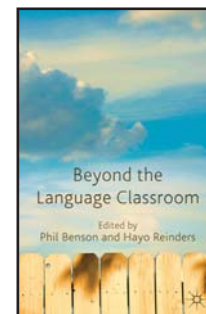
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TEACHING AND RESEARCHING IN HIGHER EDUCATION

Beyond the Language Classroom



Edited by **Phil Benson**, Head of Department of English, Hong Kong Institute of Education, Hong Kong and **Hayo Reinders**, Head of Learner Development, Middlesex University, UK

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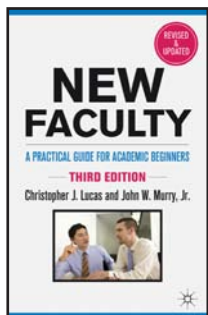
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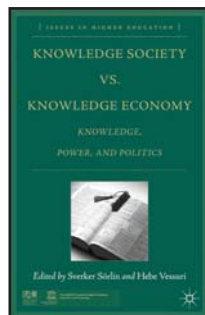
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Knowledge, Power, and Politics



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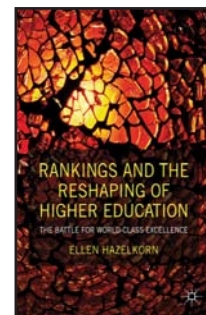
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The Battle for World-Class Excellence



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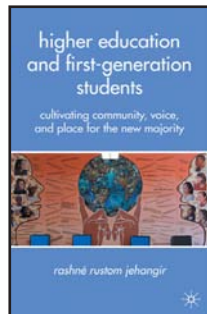
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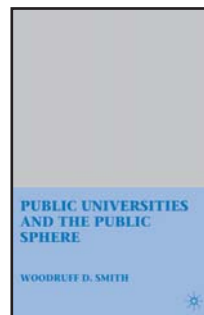
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Woodruff D. Smith, Professor of History; formerly Dean of the Liberal Arts Faculty, University of Massachusetts Boston, USA

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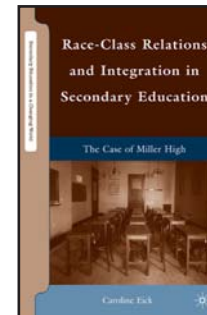
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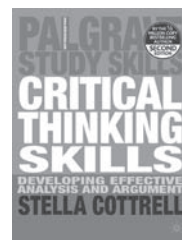
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School Boards in America

A Flawed Exercise in Democracy



Gene I. Maeroff, *Senior Fellow, Hechinger Institute on Education and the Media, Teachers College, Columbia University, USA*

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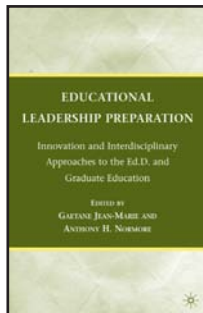
pensions and lifetime health benefits that have helped build the mountain of obligation that has put state governments across the country in fiscal peril. Above all, school boards have a hand in determining the instructional program that shapes the nation's future. Yet, Americans seldom think about their local boards of education and have little understanding of the pivotal position they occupy. This book will lift the veil of obscurity from the nation's school boards and make readers think about issues that they have not previously considered.

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Educational Leadership Preparation

Innovation and Interdisciplinary Approaches to the Ed.D. and Graduate Education



Edited by Gaetane Jean-Marie, *Associate Professor; formerly Program Co-ordinator of the Jeannine Rainbolt College of Education, University of Oklahoma, USA and Anthony H. Normore*, *Associate Professor; Ed.D. Program Development Co-ordinator, California State University, USA*

This book explores the efficacy of innovative and interdisciplinary

approaches to educational leadership preparation implemented at universities across the United States that serve K-12 populations in urban, rural, and suburban contexts.

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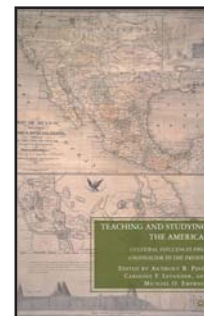
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Teaching and Studying the Americas

Cultural Influences from Colonialism to the Present



Edited by Anthony B. Pinn, *Agnes Arnold Professor of the Humanities; Professor of Religion; Director of Graduate Studies in Religion, Caroline F. Levander*, *Professor of English; Director, Humanities Research Center and Michael O. Emerson, Allyn and Gladys Cline Professor of Sociology; Director, Centre for Race, Religion, and Urban Life, all at Rice University, USA*

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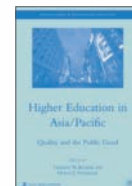
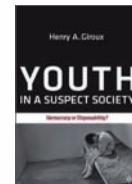
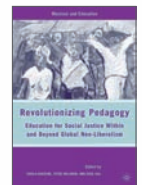
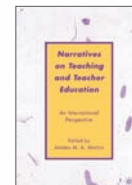
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