



Book Series

Education Policy in Practice: Critical Cultural Studies

Series Editors

Rodney Hopson, *University of Illinois - Urbana Champaign*; Edmund Hamann, *University of Nebraska-Lincoln*

For our purposes policy refers to formal strategic decision-making processes engaged in by the governing and it refers to the more quotidian practice of problem definition and strategy making (explicit or tacit, viable or not) for a problem's resolution. Because of this first definition, some see education policy research as the specialized province of political scientists and economists, or education researchers with 'policy training'. While acknowledging the prospect of useful scholarship from such vantage points, this series' reason for being is to highlight the advantages that an in situ, often ethnographic perspective can lend to the understanding of education policy formation and implementation while paying attention to intersectionalities between race, gender, class, power, and other important variables that affect educational policy, practice, and praxis.

Contributors recognize that, through policy, individuals and communities are categorized and assigned particular statuses and roles in different social, political, and power contexts. Yet contributors also recognize the play of agency—that those assigned to a category can contest both their placement in that category and what the category itself means. As such, this series interrogates holistic abstract categories (like what it means to be educated), as well as more specific labels and identities, like English language learner, immigrant, third grader, or 'at-risk' student. The series is directed to the 'intelligent lay reader' concerned with education, as well as to education researchers, anthropologists, sociologists, and other scholars of policy implementation processes. Titles in the series were first vetted through a peer review process.

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- Paths to the Future of Higher Education
- Navigating the Volatility of Higher Education
- Revisiting Education in the New Latino Diaspora
- The Construction, Negotiation, and Representation of Immigrant Student Identities in South African schools
- Researching Race in Education
- Educated for Change?
- Placing Practitioner Knowledge at the Center of Teacher Education
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- Civil Sociality
- Challenging the System?
- Tend the Olive, Water the Vine
- Schooled for the Future?
- Civil Society or Shadow State?

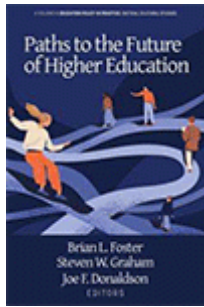
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Paths to the Future of Higher Education

Brian L. Foster, University of Missouri, Columbia; Steven W. Graham, University of Missouri System; Joe F. Donaldson, University of Missouri-Columbia

2021. Paperback 978-1-64802-406-1 \$45.99. Hardcover 978-1-64802-407-8 \$85.99. eBook 978-1-64802-408-5 \$65.

The rapid change that higher education is undergoing is impacting all of the core mission elements: teaching and learning, research, service, and engagement with the external world (e.g., community engagement and health care delivery). Navigating this environment requires understanding of the underlying dynamics, with particular attention to how the issues are affecting the directions higher education will take. The main focus of the book is on teaching and learning (Section 3), with Sections 1 and 2 providing important context for understanding dynamics affecting how we can achieve our goals in teaching and learning. The section on "Institutional Culture, Structure, and Public Engagement" addresses issues such as promotion and tenure, interdisciplinary collaboration, dissemination and archiving of research outcomes and data, student engagement with community development, and evaluation of research projects. Section 2 on "Diversity, Equity, and Inclusion" goes far beyond the usual "diversity discussion" to include addressing faculty racial disparities, intersectionality, and "parity in participation." Then, Section 3, "Teaching and Learning" focuses on out-of-the classroom teaching and on technology enhanced learning, all with many connections to Sections 1 and 2.

The intended audience includes both academics and professionals (e.g., faculty and students in departments of higher education, anthropology, and education policy). Higher education leaders, administrators, governing board members, and many others will find the book helpful in providing insight into the future of higher education, especially as it concerns instruction and learning. The book will also be of use to professionals outside higher education who work on policy issues, on meeting the needs of employers, and on preparing students for applying knowledge in their personal lives.

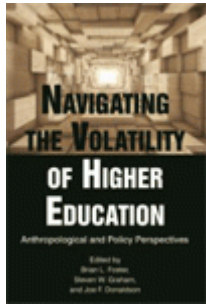
Praise for Paths to the Future of Higher Education:

"Higher education in the United States is currently undergoing a transformation as a result of unprecedented pressures. Disruptive forces such as rapidly evolving technology, eroding financial support for public universities, proliferation of for-profit entities, changing expectations of students and employers, our country's reckoning with its history of racism and white supremacy, as well as the politicization of higher education demand changes in systems hundreds of years old. The recent COVID epidemic has forced a radical change in the delivery of higher education – will we ever return to our old ways?" **Daniel L. Clay, PhD, MBA** Dean and Professor, College of Education, University of Iowa

"One of the great challenges facing higher education today involves the changes that are necessary in the fundamental activities of teaching and learning to respond to changing social factors such as diversity, internationalization, the rapid evolution of technology, and unpredictable social needs (e.g., COVID 19). Brian Foster and his colleagues have assembled an important collection of papers on this subject, the future of teaching and learning at the higher education level, in part from an anthropological perspective, but also within the important context of our changing world. As such, the book provides a valuable insight into the perspectives that both faculty and their institutions need to address the changes in their most fundamental roles in providing teaching and learning for future generations." **James J. Duderstadt** President Emeritus, The University of Michigan

CONTENTS: Preface, *Brian L. Foster*. Introduction: Active Learning Is Our Future, *Brian L. Foster and Steven W. Graham*. **SECTION I: INSTITUTIONAL CULTURE, STRUCTURE, AND PUBLIC ENGAGEMENT.** Churning Forces in Higher Education: Are Nonprofits Becoming More Like For-Profits? *Joe F. Donaldson and Steven W. Graham*. Promotion and Tenure Rituals: Where They Have Taken Us and Where We Are Going, *Brian L. Foster*. Barriers to Research and Scientific Collaboration at Universities, *Therese Kennelly Okraku and Christopher McCarty*. Complexity, Collaboration, and Culture: Interdisciplinary Research Addressing Society's Challenges, *Karen E. Downing*. Archives, Libraries, Museums and Scholarly Publishing in an Age of Anxiety, *Alex W. Barker*. Rapid Ethnographic Assessment in Clinical Settings, Heather Schacht Reisinger, *John Fortney, and Greg Reger*. **SECTION II: DIVERSITY, EQUITY, AND INCLUSION.** Motivators and Influencers on Graduate School Enrollment for Undergraduate Students in the Liberal Arts and Sciences, *Alissa Ruth and Janae Landers*. Research at a Crossroads: The Need for Intersectionality in Higher Education Today, *Jyl Wheaton-Abraham*. The Problem with Parity in Participation: Representation is Both Culture and Practice, *Monica D. Griffin*. **SECTION III: TEACHING AND LEARNING.** When One Teaches, Two Learn: The Value of Student Collaborated Research, *Toni Copeland*. How Personal Experiences of Teachers Affect Urban Students in Science Education, *Kristen Vogt Veggeberg*. Intended and Unintended: Transformative Learning in a Tanzanian Field Program, *David Kozak*. The Future Is Now? Methodological Approaches to Understanding the Implementation of Technology-Enhanced Learning, *Lauren Herckis*. Conclusion: Cultural and Structural Dynamics of Active Learning: Pros and Cons, *Brian L. Foster and Joe F.*

Donaldson. About the Contributors.



Navigating the Volatility of Higher Education Anthropological and Policy Perspectives

Brian L. Foster, University of Missouri, Columbia; Steven W. Graham, University of Missouri System;
Joe F. Donaldson, University of Missouri-Columbia

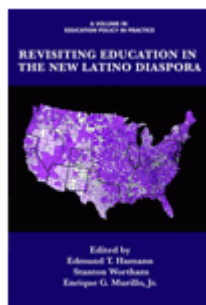
2018. Paperback 978-1-64113-143-8 \$45.99. Hardcover 978-1-64113-144-5 \$85.99. eBook
978-1-64113-145-2 \$65.

Applied Anthropology provides a new perspective on today's higher education environment. Volatile and unpredictable forces affect research and instruction across many sectors and levels, and global dynamics are among the strongest drivers of change. Further, within American higher education, daunting complexity and multiple layers of activity weave a rich tapestry of environment, structure, and culture.

This book provides three complementary anthropological perspectives as a framework for analyzing the ground-shifting changes underway in higher education - the higher education mindset, political and policy perspectives, and instruction and learning. These domains intersect with many operational dimensions of higher education - research, health care, athletics, economic development, fiscal management, planning, and faculty roles/challenges - another way of framing the complexity of the situation we are addressing. Book chapters also provide a set of implications for higher education policy. The book concludes with a vision of next steps in research and practice to further anthropology's contribution to higher education policy and practice.

The intended audience includes both academic and professionals—e.g., faculty and students in departments of higher education, anthropology, and education policy. Higher education leaders, administrators, governing board members, and many others will find the book helpful in providing insight into today's challenges. The book will also be of use to professionals outside higher education who work on policy issues, on meeting the needs of employers, and on preparing students for careers in public service.

CONTENTS: Preface, *Brian L. Foster*. **PART I: INTRODUCTION.** Anthropology of and for Higher Education: Implications for Research, Policy and Practice, *Brian L. Foster, Teresa L. McCarty, and Tazin Daniels*. **PART II: THE HIGHER EDUCATION MINDSET.** Today's Institutions of Higher Learning: Clashing Values in Motion, *Steven W. Graham, Joe F. Donaldson, and Michael J. Offerman*. Gender Inequality and Managerialism: A Self-Ethnographic Exploration of a Woman Department Chair, *Jeni Hart*. Domestic and Immigrant Entrepreneurs: A Significant Disparity, *Brian L. Foster*. **PART III: POLITICAL AND POLICY PERSPECTIVES.** The Situated University: Political-Cultural Context, Organizational Culture, and Leadership, *James H. McDonald*. Journey of Creation: A Photoethnographic, Autoethnographic, and Ethnographic Look at Leadership, Culture, and Community in a Young Northern New Mexico College, *Florence M. Guido and Alicia Fedelina Chávez*. Interdisciplinary Leadership: Communicating for Change within the Academy, *Ariane Schauer and Duncan Earle*. The End of Higher Education: Assumptions, Implications, and Impacts of Apocalyptic Narratives, *Michael Wesch*. Saving the University in France, *Eli Thorkelson*. **PART IV: INSTRUCTION AND LEARNING: DELIVERY, EVALUATION AND INNOVATION.** The Anthropology of Interdisciplinary Programs in Higher Education, *Wayne A. Babchuk and Robert K. Hitchcock*. Race and the Production of Knowledge in Black Higher Education: The Legacy and Contributions of Charles H. Thompson and the Journal of Negro Education in Evaluation, *Stafford Hood and Rodney Hopson*. Makerspaces as an Epistemic Community, *Anne Larrivee*. **PART V: CONCLUSION.** Concluding Comments: Beginning To Put the Pieces Together, *Brian L. Foster, Don Brenneis, Glen W. Davidson, and Teresa L. McCarty*.



Revisiting Education in the New Latino Diaspora

Edmund Hamann, University of Nebraska-Lincoln; Stanton Wortham, University of Pennsylvania;
Enrique G. Murillo, California State University-San Bernardino

2015. Paperback 9781623969936 \$45.99. Hardcover 9781623969943 \$85.99. eBook 9781623969950
\$65.

For most of US history, most of America's Latino population has lived in nine states—California, Arizona, New Mexico,

Colorado, Texas, Illinois, Florida, New Jersey, and New York. It follows that most education research that considered the experiences of Latino families with US schools came from these same states. But in the last 30 years Latinos have been resettling across the US, attending schools, and creating new patterns of inter-ethnic interaction in educational settings. Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational, but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora.

Revisiting Education in the New Latino Diaspora is an extensive update, with all new material, of the groundbreaking volume *Education in the New Latino Diaspora* (Ablex Publishing) that these same editors produced in 2002. This volume consciously includes a number of junior scholars (e.g., C. Allen Lynn, Soria Colomer, Amanda Morales, Rebecca Lowenhaupt, Adam Sawyer) and more established ones (Frances Contreras, Jason Irizarry, Socorro Herrera, Linda Harklau) as it considers empirical cases from Washington State to Georgia, from the Mid-Atlantic to the Great Plains, where rural, suburban, and urban communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations. With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new, this volume considers the persistence, the anomie, and pragmatism of Latino newcomers on the one hand, with the variously enlightened, paternalistic, dismissive, and xenophobic responses of educators and education systems on the other. With foci as personal as accounts of growing up as an adoptee in a mixed race family and the testimonio of a 'successful' undocumented college graduate to the macro scale of examining state-level education policies and with an age range from early childhood education to the university level, this volume insists that the worlds of education research and migration studies can both gain from considering the educational responses in the last two decades to the 'newish' Latino presence in the 41 U.S. states that have not long been the home to large, well-established Latino populations, but that now enroll 2.5 million Latino students in K-12 alone.

"Timely and compelling, Revisiting Education in the NLD offers new insight into the Latino Diaspora in the US just as the discussions regarding immigration policy, bilingual education, and immigrant rights are gaining steam. Drawing from a variety of perspectives, contributing authors interrogate the very concept of the diaspora. The wide range of research in this volume thoughtfully illustrates the nuanced phenomena and provides rich descriptions of complex situations. No longer a simple question of immigration, the book considers language and legal status in schools, international adoption, teacher preparation, and the relationships between established and relatively new Latino communities in a variety of contexts. Comprised of rich, thoughtful research Revisiting Education provides a fascinating window into the context of Latino reception nationwide. ~ Rebecca M. Callahan, Associate Professor - University of Texas-Austin

As the leader of a 10-years-and-counting research study in Mexico that has identified and interviewed transnationally mobile students with prior experience in U.S. schools, I can affirm that in addition to students with backgrounds in California, Arizona, Texas, and Colorado, migration links now join schools in Georgia, Minnesota, Oklahoma, Alabama, etc. to schools in Mexico. For that reason and many others I am excited to see this far-ranging, interdisciplinary, new text that considers policy implementation through lenses as different as teacher preparation, Latino adoption into culturally mixed families, the fate of Latino newcomers in 'low density' districts where there are few like them, and the misuse of Spanish teachers as interpreters. This is an relevant book for American educators and scholars, but also for readers beyond U.S. borders. Hamann, Wortham, Murillo, and their contributors should be celebrated for this fine new collection. ~ Dr. Víctor Zúñiga, Dean of Research and Extension, Universidad de Monterrey

CONTENTS: Foreword, *Amanda Morales*. **I. Intro** (Revision of Edmund T. Hamann & Linda Harklau [2010]) **II. Actors and improvisational local practice (Grassroots to policy)** 2: *Erika Bruening*: Doing it on their own: the experiences of two Latino English language learners in a low-incidence context. 3: *Luis Urrieta, Lan Kolano, and Ji-Yeon O Jo*: Learning from the testimonio of a "successful" undocumented Latino student in North Carolina. 4: *John Raible and Jason Irizarry*: Racialization and the Ideology of Containment in the Education of Latino Youth. 5: *Casimiro Leco Tomas*: Migrantes Indígenas Purépechas: Educación Bilingüe México-Estados Unidos. 6: *C. Allen Lynn*: A Cultural Political Economy of Public Schooling in Rural South Georgia: The Push/Pull Dynamics of Immigrant Labor. 7: *Stephanie Flores-Koulish*: The Secret Minority of the New Latino/a Diaspora. 8: *Linda Harklau and Soria Colomer*: Defined by language: The role of foreign language departments in Latino education in southeastern new diaspora communities. 9: *Stanton Wortham & Catherine Rhodes*: Heterogeneity in the New Latino Diaspora. **III. Existing infrastructure responds** 10: *Frances Contreras, Tom Stritikus, Kathryn Torres, & Karen O'Reilly Diaz*: Teacher Perceptions, Practices and Expectations Conveyed to Latino Students and Families in Washington State. 11: *Jennifer K. Adair*: Early Childhood Education Barriers between Immigrant Parents and Teachers within the New Latina(o) Diaspora. 12: *Socorro G. Herrera and Melissa A. Holmes*: The 3 R's: Rhetoric, Recruitment, and Retention. 13: *Rebecca Lowenhaupt*: Bilingual Education Policy in Wisconsin's New Latino Diaspora. 14: *Sarah Gallo, Stanton Wortham, and Ian Bennett*: Increasing "Parent Involvement" in the New Latino Diaspora. 15: *Adam Sawyer*: Professional Development Across Borders: Binational Teacher Exchanges in the New Latino Diaspora. 16: *Katherine Richardson Bruna*: The Iowa Administrators' and Educators' Immersion Experience: Transcultural Sensitivity, Transhumanization, and the Global Soul. 17: *Jennifer Stacy, Edmund T. Hamann, & Enrique G. Murillo, Jr.*: Education Policy Implementation in the New Latino Diaspora.



The Construction, Negotiation, and Representation of Immigrant Student Identities in South African schools

Saloshna Vandeyar, University of Pretoria; Thirusellvan Vandeyar, University of Pretoria

2015. Paperback 9781623968861 \$45.99. Hardcover 9781623968878 \$85.99. eBook 9781623968885 \$65.

This is a ground-breaking research study on Black immigrant identities in South African schools. It is the first major book on racial integration and immigrant children in South African schools. The overall aim of this study is to investigate how immigrant students negotiate and mediate their identity within the South African schooling context.

This study set out to explain this complex phenomenon, guided by the following research objectives: One, to describe how immigrant student identities are framed, challenged, asserted and negotiated within the institutional cultures of schools. Two, to evaluate the extent to which the ethos of these schools has been transformed towards integration in the truest sense and to determine how immigrant students perceive this in practice? Three, to explore the 'transnational social fields' in terms of social networks and cross-border linkages of immigrant students and how this impacts on their identity formation. Four, to determine if there are any new forms of immigrant student self-identities that are beginning to emerge? Five, to determine the extent to which racial desegregation has been accompanied by social integration between immigrant and local students. Six, to determine the impact of the South African social/schooling context on immigrant student identity formation. And seven, to identify critical lessons and 'good practice' that could be learnt and used to accelerate the racial desegregation and social integration of immigrant students in South African schools.

CONTENTS: Series Foreword, *Edmund Hamann and Rodney Hopson*. Acknowledgement. 1 The Construction of Immigrant Student Identities in South African Schools. 2 The Architecture of Identity. 3 So How Do South African Immigrant Students Identify? 4 New Insights. 5 Implications for Education Policy, for Research and Practice. References.



Researching Race in Education Policy, Practice and Qualitative Research

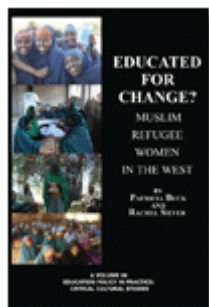
Adrienne D. Dixon

2014. Paperback 9781623966768 \$45.99. Hardcover 9781623966775 \$85.99. eBook 9781623966782 \$65.

In traditional educational research, race is treated as merely a variable. In 1995, Gloria Ladson-Billings and William F. Tate, IV argued that race is under-theorized in education and called for educational researchers to pay closer attention to the relationship between race and educational inequity (Ladson-Billings and Tate, 1995). In particular, they argued, drawing on legal scholar, Derrick Bell's notion of Racial Realism (Bell, 1995), that racialized inequities are not accidental or aberrant; rather, racialized educational inequities are the result of particular and specific policies and practices that are designed to maintain particular forms of dominance and marginalization. More specifically, Bell and later Ladson-Billings and Tate, argue that racial inequity persists despite liberal policies and legislation that were ostensibly designed to eradicate it. The Racial Realist perspective takes into the consideration the longevity and history of racism, racial inequity and White supremacy in the U.S. and serves as a mirror to reflect back the limitations of proposed policies and legislation that fail to address those issues. In this way, Critical Race Theory and the scholars who draw on CRT, view our work as an important "check and balance" in the effort toward racial equality.

CONTENTS: Forward by Gloria Ladson-Billings. Introduction by Adrienne D. Dixon, editor. **Section I: Historical view of race research in education.** Chapter 1: Richard Milner, University of Pittsburgh & Elizabeth Selfe, Vanderbilt University, Critical Race Theory Moments as Sites of Evidence in Teacher Education. Chapter 2: Kristen Buras: Georgia State University, From Carter G. Woodson to Critical Race Curriculum Studies: Fieldnotes on Confronting the History of White Supremacy in Educational Knowledge and Practice. Chapter 3: Adriane Williams, West Virginia University, Race Matters in Education Policymaking and Implementation. **Section II: Race and educational policy and practice.** Chapter 4: Julio Cammarota & Luis Moll, University of Arizona, Teachers and Students Living Culturally and Intellectually: Ethnographic Mediation in the Urban School Context. Chapter 5: Teresa McCarty, UCLA and Ofelia Zepeda, University of Arizona The Racializing Function of Medium-of-Instruction Policies in Indigenous/Minority Schooling. Chapter 6: Rema

Reynolds: University of Illinois at Urbana-champaign, From Their Perspectives: Using Critical Race Theory to Examine Parent-School Relationships African American Middle Class Parents Experience in Public Secondary Schools. **Section III: Teaching race and “doing” race research.** Chapter 8: Kenneth Varner: Louisiana State University, Toward a theory of the ethnography of whiteness. Chapter 9: Anthony L. Brown, University of Texas-Austin, Complex orientations of racial insider status: A Case of an African American Male Researcher. Chapter 10: Adrienne D. Dixon, University of Illinois at Urbana-champaign & Vanessa Dodo-Seriki, University of Houston at Clear Lake, “I’m no longer interested...”: Challenges of researching race for scholars of color. Chapter 11: Keffrelyn D. Brown, University of Texas-Austin, When One Door Opens, Another One Closes: Experiences and the Contradictions of Centering Race in Ethnographic Research Chapter 12: Thandeka Chapman: University of California at San Diego Teaching race and qualitative research in education in the United States.



Educated for Change? Muslim Refugee Women in the West

Patricia Buck, Bates College and Matawi, Inc.; Rachel Silver, Matawi, Inc.

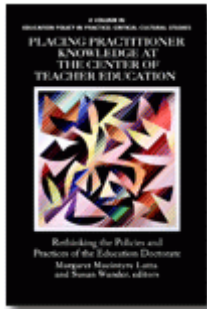
2012. Paperback 978-1-61735-620-9 \$45.99. Hardcover 978-1-61735-621-6 \$85.99. eBook 978-1-61735-622-3 \$65.

Educated for Change?: Muslim Women in the West inserts Muslim women’s voice and action into the bifurcated, and otherwise male dominated, relations between the West and the Islamic East. A multilayered, multisite, educational ethnography, Buck and Silver’s study takes a novel approach to its feminist charge. Drawing upon thick description of refugee women’s school experiences in two seemingly distinct locations, *Educated for Change?* engages the dual nature of schooling as at once a disciplinary apparatus of local, national, and international governance, and paradoxically, a space and process through which school community members wield the power to observe, deliberate, and act as agents in the creative and willful endeavor of living. In doing so, the text locates formal schooling as a key location at which one can witness the politics of cultural change that emerge when Western and Islamic communities converge.

Following an initial introduction to the ethno-historical formation and dissolution of the Somali postcolonial state resulting in a prolonged exodus of Somali citizens, the text is divided into two parts. Part One features an examination of young women’s approaches to schooling in the Dadaab refugee camps of northeastern Kenya; Part Two looks at schooling among Somali women resettled in a northern region of the United States. Each part includes a description of the unique, if interconnected, local factors and policies that give rise to particular forms and ends of schooling as designed for refugee women. Several chapters depict women’s strategic use of schooling to respond to structural forces, build intercultural social networks, and negotiate new ways of being Somali women.

Educated for Change? concludes with an analysis of the implications of Somali refugee women’s schooling experiences for working definitions of global social justice that undergird feminist political scholarship and gender-sensitive, humanitarian aid policy and practice.

CONTENTS: Foreword, *Bradley A. U. Levinson and Margaret Sutton*. Series Editors’ Introduction: *Recentering the Critical in Sociocultural Ethnographic Studies, Rodney Hopson & Edmund T. Hamann*. 1. In the Confluence of Islamic East and West. 2. Somalia: Tracing a Contested Traditionalism. 3. “If Any Culture is in Need of Change, It’s Somali Culture”: Enlightenment and Girls’ and Women’s Empowerment in the Dadaab Refugee. 4. Negotiating the Dadaab Landscape: Refugees Respond to Polarity in Dadaab. 5. Somali Refugee Girls and Women in School. 6. “The Culture Will Change as the World Changes”: Using School to Navigate the Global Era. 7. Dialogues of Change. 8. Bridge: From Dadaab to Milltown. 9. The United States and Milltown: Traditionalism, Liberalism, & Nativism. 10. Somali Women in U.S. Schools. 11. Crafting Identity Through Community Building. 12. “You Better Say Your Prayers Before Prayers Are Said for You”: Negotiating and Regulating Gender Change. 13. *Educated for Change?: Some Concluding Thoughts*. Afterword: *Final Reflections on Our Project*. References. About the Authors.



Placing Practitioner Knowledge at the Center of Teacher Education

Rethinking the Policies and Practices of the Education Doctorate

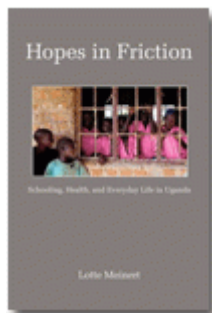
Margaret Macintyre Latta, University of Nebraska-Lincoln; Susan Wunder, University of Nebraska-Lincoln

2012. Paperback 978-1-61735-737-4 \$45.99. Hardcover 978-1-61735-738-1 \$85.99. eBook 978-1-61735-739-8 \$65.

Rethinking the Education Doctorate so that practitioner knowledge is at the center of programmatic concern in teacher education raises provocative education policy/practice considerations. Participants in the national Carnegie Project on the Education Doctorate (CPED) are doing just this. Their accounts of rethinking what counts as educational knowledge and their reconsideration of the roles of teacher educators, scholar-practitioners, students, policy makers, and others are illuminated in this book. Asserting the primacy of practitioner knowledge, the book generates a rich and complex terrain of issues and considerations that participating CPED institutions navigate as multiple technical, normative, and political questions at the crux of educator preparation, professional growth, and control of their field. And, it is this terrain that calls attention to the nature of practitioner knowledge and its inherent potential for redirecting, mediating, and generating education policy. Conversations within and across national and local levels orient away from technical means-ends “what works” questions alone, and open into normative and political questions about educational value and professional action.

In documenting the largest, most coordinated effort to rethink the educational doctorate in a century of such efforts, this book will interest teacher educators and programs engaged in pre-service and graduate level teacher education, practicing K-16 teachers, and education policy/practice interest groups and individuals. Illustrating a policy development method that is neither top-down nor necessarily ‘grass roots’, it also invites the interest of other educational sectors. Additionally, as CPED implementation contexts value interdisciplinarity, multiple methodological perspectives, and interactions and deliberations across interests, the lived consequences and significances of doing so are mapped out and, as such, hold much potential for policy/practice intersections within manifold education settings, and beyond, to settings of all kinds invested in the primacy of practitioner knowledge. Thus, a core goal of this volume is to broach these considerations with a broad readership.

CONTENTS: Series Editors’ Foreword, *Edmund T. Hamann and Rodney Hopson*. Acknowledgments. **INTRODUCTION: TURNING TO PRACTITIONER KNOWLEDGE: POLICIES AND PRACTICES IN RELATION TO THE EdD.** Investing in the Formative Nature of Professional Learning: Redirecting, Mediating, and Generating Education Practice-as-Policy, *Margaret Macintyre Latta and Susan Wunder*. Why We Need the EdD to Prepare New Faculty, *Eric Watts and David Imig*. What History Reveals about the Education Doctorate, *Jill Alexa Perry*. **PART I: LOCATING PRACTITIONER KNOWLEDGE: POLICY/PRACTICE CONSIDERATIONS AT STAKE.** Redesigning an EdD Program: Reality and Necessity Engender New Possibilities, *Sharon Ryan, Richard De Lisi, and Kim Heuschkel*. Learning to See Inquiry as a Resource for Practice, *Ruth M. Heaton and Stephen A. Swidler*. The Practices and Knowledge of School-Based Teacher Education Practitioners, *Fran Arbaugh, Jim Nolan, Kelly Mark, and Rebecca Burns*. The Scholarship of Practice: Intersections of Dialogue, Investigation, and Interactive Knowledge, *Richard D. Sawyer and Michele R. Mason*. **PART II: CONFRONTING AND INTERROGATING PRACTITIONER KNOWLEDGE: POLICY/PRACTICE RISKS AND OPPORTUNITIES.** Shared Inquiry: The Professional Development School as a Laboratory of Practice for Preparing the Next Generation of Teacher Educators, *Bernard Badiali, Carla Zembal-Saul, Kristen Dewitt, and Donnan Stoicovy*. Moving a Whole School Towards a Leadership-Oriented Doctorate: The Contributions and Limits of Vision and Participation, *William Firestone and Alisa Belzer*. From Teacher to Researcher, Researcher to Teacher: Examining Teachers’ Experiences of Conducting Research in Their Education Settings, *Elaine Chan*. Leadership for Educational Equity: Opportunities and Tensions of a New Doctorate of Education, *Deanna Icesman Sands, Honorine Nocon, and Nancy Shanklin*. The Promise of Preparing Teacher Leaders: Opportunities, Challenges, and Risks, *Mary C. Markowitz and Marc Mahlios*. **PART III: INVESTING IN PRACTITIONER KNOWLEDGE: POLICY/PRACTICE RELATIONS AND POTENTIALS.** No Longer “PhD-Lite”: Establishing a Professional Practice Doctorate of Substance, *Thomas M. McGowan and Jon E. Pedersen*. Intentional Teacher Education: The Education of Scholarly Practitioners, *Jacqueline Edmondson and Iris Striedieck*. Critical Friends: Curricular Redesign and Implementation of a Small Independent University’s Doctoral and Undergraduate Programs, *Valerie A. Storey, Katrina M. Tellison, and Priscilla Boerger*. Integrating Practice into an EdD Program in a Research Focused University, *Sharon Ryan, Alisa Belzer, and Kim Heuschkel*. Afterword, *Susan Wunder and Margaret Macintyre Latta*. About the Authors. Index.



Hopes in Friction Schooling, Health and Everyday Life in Uganda

Lotte Meinert, Aarhus University

2009. Paperback 978-1-60752-004-7 \$45.99. Hardcover 978-1-60752-005-4 \$85.99. eBook 9781607528791 \$65.

Universal Primary Education programs are being promoted around the globe as the solution to poverty and health problems, but very little in-depth qualitative knowledge is available about the experiences of these programs in children's life-worlds.

Hopes in Friction offers a vivid portrait of life and the implementation of Universal Primary Education in Eastern Uganda, based on long-term fieldwork following a group of children as they grow up. The book considers how the actions and hopes of these children and families, to attain what they perceive as 'a good life', are crosscut by political aspirations and projects of schooling and health education. When hopes are in friction inspiration as well as disappointment occur.

Policy makers in Uganda and in international organisations expect health improvements as one of the bonuses of education programs. Families in Eastern Uganda also hope for and experience health – in the local sense of a good life – as part of schooling. Lotte Meinert explores the taken for granted effect of schooling on health and focuses a careful eye on how boys and girls appropriate and negotiate ideas and moralities about health in the context of what is possible ethically, materially and experientially.

CONTENTS: Acknowledgements. 1. Introduction. 2. Exploring Children's worlds in Kwapa. 3. Universal Primary Education as a critical event. 4. Elliptical tracks: Becoming an educated and healthy citizen. 5. Health lessons in school. 6. Learnedness and the good life. 7. Sickness and unity in families: The virtues of care. 8. The appropriation of schooling for health. 9. Conclusion: signing out of school. Notes. References. Index.



War or Common Cause? A Critical Ethnography of Language Education Policy, Race, and Cultural Citizenship

Kimberly Anderson

2009. Paperback 978-1-59311-985-0 \$45.99. Hardcover 978-1-59311-986-7 \$85.99. eBook 9781607529965 \$65.

This book on bilingual education policy represents a multidimensional and longitudinal study of “policy processes” as they play out on the ground (a single school in Los Angeles), and over time (both within the same school, and also within the state of Georgia). In order to reconstruct this complex policy process, Anderson impressively marshals a great variety of forms of “discourse.” Most of this discourse, of course, comes from overheard discussions and spontaneous interviews conducted at a particular school—the voices of teachers and administrators. Such discourse forms the heart of her ethnographic findings. Yet Anderson also brings an ethnographer’s eye to national and regional debates as they are conducted and represented in different forms of media, especially newspapers and magazines. She then uses the key theoretical concept of “articulation” to conceptually link these media representations with local school discourse. The result is an illuminating account of how everyday debates at a particular school and media debates occurring more broadly mutually inform one another.

CONTENTS: Series Editor’s Introduction, *Bradley A. U. Levinson*. Foreword, *Douglas Foley*. Acknowledgments. Introduction: The Anthropology of Language Education Policy, Race, and Cultural Citizenship. Debates About Immigration, Language, Race, and Education Policy in the National Media in the mid-1990s. Conflict Over Immigration, Race, and Language Education Policy at a School in California in the mid-1990s. Immigration, Language, Race, and Education Policy in the National Media, 1998-2000: Debates Continue. Immigration, Race, and Language Education Policy a South Elementary, 1998-2000: Conflict Continues. Reflections on Policy Processes and Cultural Citizenship. Immigration Debates, Legislative Politics, and Education Policy Context, 2005-2007: From the National Stage to the “New South”. War or Common Cause? Conclusions and Implications for Research, Policy, and Practice Notes. References.



Advancing Democracy Through Education? U.S. Influence Abroad and Domestic Practices

Doyle Stevick, University of South Carolina; Bradley A. U. Levinson, Indiana University

2008. Paperback 978-1-59311-654-5 \$45.99. Hardcover 978-1-59311-655-2 \$85.99. eBook 9781607528142 \$65.

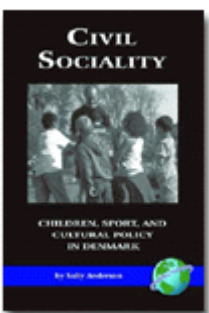
This book explores the diversity of American roles in such cross-cultural engagement in education for democracy, both within the United States and around the world. Cross-cultural engagement in education for democracy inevitably bears the impressions of each culture involved and the dynamics among them.

Even high-priority, well-funded U.S. government programs are neither monolithic nor deterministic in their own right, but are rather reshaped, adapted to their contexts, and appropriated by their partners. These partners are sometimes called recipients, although that label is problematic. "Recipient" both gives a misleading impression that partners are relatively passive in the overall process, and its use is a reflection of some outside donors' or experts' stance that they are delivering goods or expertise. The authors of these chapters pay close attention to the cultures, contexts, structures, people, and processes

involved in education for democracy. Woven throughout this volume's qualitative studies are the notions that contacts between powers and cultures are complex and situated, that agency matters, that local meanings play a critical role in the dynamic exchange of peoples and ideas. The authors span an array of fields that concern themselves with understanding languages, cultures, institutions, the close view of daily life, and the broad horizon of the past that shapes the present: history, anthropology, literacy studies, policy analysis, political science, and journalism.

Together, these 10 chapters provide a rich sampling of the diverse contexts and ways in which American ideas, practices, and policies of education for democracy are spread, encountered, appropriated, rejected, or embraced around the world. While not meant to provide a complete or systematic overview of the American influence on education for democracy around the world, the volume nevertheless introduces concepts, identifies processes, notes obstacles and challenges, and reveals common themes that can help us to understand American influence on education for democracy more clearly, wherever it occurs.

CONTENTS: Preface, *Bradley A.U. Levinson*. Introduction: Education Policy, National Interests, and Advancing Democracy, *Doyle Stevick and Bradley A. U. Levinson*. Beyond Nationalism: The Founding Fathers and Educational Universalism in the New Republic, *Benjamin Justice*. Becoming American in Time?: The Educational Implications of Binary Discourse on Immigration, *Patricia Buck with Rachel Silver*. Higher Education and Civic Engagement in the United States: Budgetary, Disciplinary, and Spatial Borders, *Kathleen Staudt*. Discourse Versus Practice in Civic Education for Development: The Case of USAID Assistance to Palestine, *Ayman M. Alsayed*. Foreign Influence and Economic Insecurity in International Partnerships for Civic Education: The Case of Estonia, *Doyle Stevick*. Civic Education Reform for Democracy: U.S. Models in Mexico and Indonesia, *Bradley A. U. Levinson and Margaret Sutton*. Developing Citizenship Education Curriculum Cross-Culturally: A Democratic Approach With South African and Kenyan Educators, *Patricia K. Kubow*. Putting Equity Into Action: A Case Study of Educators' Professional Development in Twenty-First Century Kazakhstan, *David Landis and Sapargul Mirseitova*. From Monsoons to Katrina: The Civic Implications of Cosmopolitanism, *Payal P. Shah*. Building Towards Democracy in Apartheid South Africa: A Pioneering Partnership for Training Black School Leaders, 1989-95, *Ronald R. Atkinson and Judy L. Wyatt*. Index. About the Authors.



Civil Society Children, Sport, and Cultural Policy in Denmark

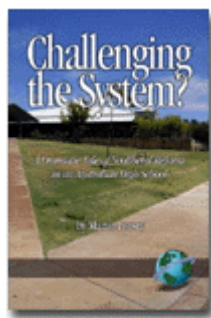
Sally Anderson, University of Arhus

2008. Paperback 978-1-59311-876-1 \$45.99. Hardcover 978-1-59311-877-8 \$85.99. eBook 9781607526131 \$65.

Sally Anderson's book on sport, cultural policy, and "civil society" in Denmark has been a long time in coming, but it's well worth the wait. Based on many years of familiarity with Danish society, and countless hours of intensive fieldwork, Dr. Anderson provides us with a unique anthropological perspective on the process by which state cultural policy actively

engages civil society in a quest to shape social relations in the public sphere. The particular domain of policy and social activity is nonschool, voluntary sport, in its various forms. By definition, of course, such activity takes place outside the regular Danish school curriculum, but it is not for this reason any less "educational." Indeed, although it is very broadly attended and institutionalized, perhaps because Danish after-school sport is not compulsory, it is all the more compelling for children and youth, and therefore more powerful in certain ways. Indeed, Dr. Anderson has a signal talent for showing us how afterschool sport in Denmark both transmits and produces social knowledge, and powerfully shapes social relations.

CONTENTS: Acknowledgments. Series Editor Foreword. Preface. Introduction: Tying on Ends. 1. Ludic Fields. 2. Organizing Sports. 3. Incorporating Children. 4. Loose Children. 5. Age Mates and Sport Mates. 6. Room for Everybody. Conclusion: A Civilizing Moment. Bibliography. Index



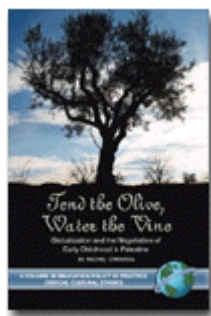
Challenging the System? A Dramatic Tale of Neoliberal Reform in an Australian High School

Martin Forsey, University of Western Australia

2006. Paperback 978-1-59311-578-4 \$45.99. Hardcover 978-1-59311-579-1 \$85.99. eBook 9781607525813 \$65.

The book is written with great clarity, and a strong awareness of the importance of the school's social milieu. Forsey cuts through the mealy mouthed official rhetoric of "education for all" and shows the massive, continuing influence of social class inequalities in Australian society. Class interests shape not only this school but the whole education system around it, public and private. Ravina High is seen as a "good school" largely because of its comfortable middle-class catchment.

CONTENTS: Foreword. Acknowledgments. **Chapter 1:** Devolution in Practice. **Chapter 2:** Neoliberalism and Schools: Global Ideals, Local Realities. **Chapter 3:** A Good Ship to Sail. **Chapter 4:** Maintaining the Good Ship. **Chapter 5:** Disturbing the Millpond. **Chapter 6:** Conduct Unbecalming. **Chapter 7:** Challenging the System? **Chapter 8:** What Shall We Do?. References. Index.



Tend the Olive, Water the Vine Globalization and the Negotiation of Early Childhood in Palestine

Rachel Christina

2006. Paperback 1-59311-166-5 978-1-59311-166-3 \$45.99. Hardcover 1-59311-167-3 978-1-59311-167-0 \$85.99. eBook 9781607525592 \$65.

Current international development wisdom promotes the inclusion of non-governmental organizations (NGOs) in national-level policy making, in the interest of strengthening state-civil society relationships; supporting locally driven, culturally-sensitive development; and contributing to program and policy innovation. However, critics of increased state-NGO-donor collaboration argue that it actually dilutes the power of NGOs to act in the interest of the local populations they were established to serve.

This tension between the local and the global is connected to broader debates about the nature and role of contemporary educational development. Should education aim primarily at preparing citizens for participation in the global economy, thereby encouraging the integration of nation-states into a world economic system driven by the industrialized North? Or/and should it endeavor to develop in students and in communities, North and South, the ability to critique, resist and transform that world system? Ultimately, this is a question of who "owns" development - international agencies and institutions, or the communities being "developed."

This book examines the complexities of these negotiations in a particularly complicated and volatile context (Palestine) and a particularly "hot" development field (early childhood development). The international community's efforts to support early childhood programming in the developing world fall more broadly within the empowerment camp than do other development efforts, and -- in this case in particular -- serve as a source of important lessons about the dynamics of donor-

state-NGO relationships, suggestions for improved development policy, and insights into forms of education which promote justice and equity in an increasingly interdependent world.

CONTENTS: Foreword. Introduction. **Chapter 1:** History and Context. **Chapter 2:** Civil Society, Education and the World System: Rethinking Globalization Theories. **Chapter 3:** Local Capacity and Local Control: Teacher Training as a Lever for Change. **Chapter 4:** Reflection into Action: Community Support and the Empowerment Agenda. **Chapter 5:** Paper Policies, Shadow Policies, and Local Control: ECRC and National Programming for the Early Childhood Sector. **Chapter 6:** Filtering Up? ECRC's Influence on Donor Agencies and Institutions. **Chapter 7:** Localization, Globalization, and the Reflective Lens: Implications for Development from the ECRC Case. **Epilogue:** A Dream Deferred. **Appendix:** Ethnographic Methods in a Case Study of a Non-Governmental Organization. Bibliography.



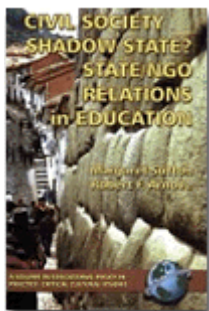
Schooled for the Future? Educational Policy and Everyday Life among Urban Squatters in Nepal

Karen Valentin, The Danish University of Education

2006. Paperback 1-59311-426-5 978-1-59311-426-8 \$45.99. Hardcover 1-59311-427-3 978-1-59311-427-5 \$85.99. eBook 9781607527725 \$65.

“Schooled for the future?” offers an ethnographically rich account about squatter families in Kathmandu and their struggles to improve their living conditions and create a better future through education. Examining how people – children and adults – experience and respond to policy initiatives aimed at improving their life the book discusses the paradoxes inherent in modern schooling. Firstly, schooling promises social justice and equal opportunities, yet it also contributes to the reproduction of social inequalities by strengthening existing class divisions and by producing a new category of unschooled people. Secondly, within the context of the family, schooling is attributed an economic and symbolic value, but it is also considered a potential threat to family values based on generational hierarchy and caste identity. Through detailed ethnographic accounts the author demonstrates how urban poor families experience the schooling process ambivalently, both as a source of alienation and inferiority as well as a source of self-esteem and sense of progress. Acknowledging the interconnect-edness between global, national and local forces framing and informing processes of education the book, thus, sheds light on the complex relationship between educational policy and everyday life experiences of the urban poor in Kathmandu, a hitherto understudied segment of the Nepalese society.

CONTENTS: Preface. **Introduction:** A Policy Perspective on the Paradox of Schooling. **Chapter One:** Exploring Ramaghat: Social Differentiation in the Context of Ruban Squatting. **Chapter Two:** Education and Nation Building in Nepal: An historical Perspective. Chapter Three: Dealing with Diversity and Hierarchy: Schooling and Social Exclusion. **Chapter Four:** Dreams and Realities: The struggle for a Better Life. **Chapter Five:** “We Want Education”: Children’s Rights and the Appropriation of Egalitarian Ideas. **Chapter Six:** The “Schooled Person”: Negotiating Caste and Generation. Conclusion: Education Policy and the Paradoxes of Schooled Social Exclusion. Bibliography.



Civil Society or Shadow State? State/NGO Relations in Education

Robert F. Arnove, Indiana University; Margaret Sutton, Indiana University

2004. Paperback 1-59311-201-7 978-1-59311-201-1 \$45.99. Hardcover 1-59311-202-5 978-1-59311-202-8 \$85.99. eBook 9781607526605 \$65.

CONTENTS: Introduction: Civil Society or Shadow State? State/ NGO Relations in Education, *Margaret Sutton and Robert Arnove*. **PART I: Literacy and Maternal Language Instruction: Village Empowerment.** A Study of Relationships among Government and Non-Government Organizations Supporting Mother Tongue Literacy in Papua New Guinea, *Susan Malone*. The Challenges of Representation: NGOs, Education, and the State in Highland Peru, *María Elena García*. The Village Schools of Save the Children/USA in Mali: A Case Study of State NGOs Relations in the Provision of Basic Education, *Hamidou Boukhary*. “Like Lace on the Bottom of a Curtain”: Regional Language Policy, the European Union, the Estonian Government, and the Võro Institute in Estonia, *Kara D. Brown*. Contingency, Complexity, Possibility:

Palestinian NGOs and the Negotiation of Local Control in Educational Development, *Rachel Christina*. China: NGOs and Education for Children with Autism, *Helen McCabe*. Entering the Quagmire: Examining State-NGO Interaction in the Provision of Education for Street Girls in Kenya, *Auma Okwany*. Building a Partnership for Teacher Empowerment in India: Trusting Teachers Strengthen(s) Process and Program, *Sandra L. Stacki*.



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