



Book Series

Landscapes of Education

Series Editors

William H. Schubert, *University of Illinois at Chicago*; Ming Fang He, *Georgia Southern University*

Landscapes of Education represents the flow of educational studies into a broader realm than schooling alone. At the same time, however, it addresses salient dimensions of schooling, particularly those that point to the importance of culture and other contextual dimensions of the milieu of school experience in lives, meanings, and possibilities of educators, students, and the public generally. Emphasizing a diverse array of landscapes of education, in or out of school, the Landscapes of Education Series focuses on issues of cultural and ideational diversity, implications for composing one's life, identity, relations with others, social justice, and ways of being in the world – especially being in-between cultures.

The series editors seek books that address questions about the what, why, when, where, how, and for whom of educational endeavors. By educational endeavors we build upon John Dewey's (1916) characterization of education as "that reconstruction or reorganization of experience which adds to the meaning of experience and which helps direct the course of subsequent experience" (p. 76). Thus, we invite proposals for books that illuminate any personal and public spaces that educate, as well as analyses of oppressive forces that mis-educate (Dewey, 1938). Diverse global (macrocosmic) or international perspectives are welcome, as well as microcosmic emphases on particular places or spaces. We encourage authors to draw from diverse languages of inquiry (e.g., artistic, scientific, ethnographic, narrative, autobiographical, fictional, phenomenological, historical, political, practical, dialogic), as well as a broad range of disciplines or areas of study (e.g., art, music, biology, philosophy, literature and language, social sciences, education, medical studies). Through this series we hope to create space for courage to imagine, for justice in a context of love and relationship, for keeping the interplay of convergence and divergence alive, for diverse cultural and intellectual perspectives, and for the importance of outside curricula or public pedagogy; moreover, through these books we hope to enhance personal meaning, public activism, and professional edification.

Books in this series:

- Mandy Hoffen and a Conspiracy to Resurrect Life and Social Justice in Science Curriculum with Henrietta Lacks
- Contemporary Urban Youth Culture in China
- Sensuous Curriculum
- Living the Questions
- From Socrates to Summerhill and Beyond
- Necessary Spaces
- A Curriculum of Imagination in an Era of Standardization
- Queer South Rising
- Multiliteracies
- Listening to and Learning from Students
- Love, Justice, and Education

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Mandy Hoffen and a Conspiracy to Resurrect Life and Social Justice in Science Curriculum with Henrietta Lacks A Play

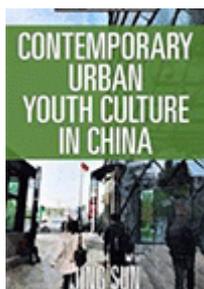
Dana Compton McCullough, Georgia Southern University

2021. Paperback 978-1-64802-488-7 \$45.99. Hardcover 978-1-64802-489-4 \$85.99. eBook 978-1-64802-490-0 \$65.

This book is a theoretical inquiry into alternative pedagogies that challenge current standardized practices in the field of science education. Through Mandy Hoffen, a fictional persona, Dana McCullough, the author, explores how stories of Henrietta Lacks become part of a conspiracy to change science education. Mandy Hoffen, however, never expected to find herself in the middle of a conspiracy. As a science teacher of 20 plus years, she worked diligently to meet the needs of her charges, who are currently ninth and tenth grade biology students in an age of standardized testing. The author also creates imaginary dialogues which serve as the theoretical framework for each chapter. Each chapter unfolds in a form of a play with imaginary settings and events that bring Henrietta Lacks back from the grave to participate in conversations about science, society, and social justice. The imaginary conversations are based on the author's experiences in graduate courses, direct quotations from philosophers of science, historians of science, science educators, curriculum theorists, and stories of students in their study of Henrietta Lacks in a high school biology classroom. The play describes the journey of a graduate student/high school teacher as she researches the importance of the philosophy of science, history of science, science curriculum and social justice in science education. Through reflections on fictional conversations, stories of Henrietta Lacks are examined and described in multiple settings, beginning in an imaginary academic meeting, and ending with student conversations in a classroom. Each setting provides a space for conversations wherein participants explore their personal connections with science, science curriculum, issues of social justice related to science, and Henrietta Lacks.

This book will be of interest to graduate students, scholars, and undergraduates in curriculum studies, educational foundations, and teacher education, and those interested in alternative research methodologies. This is the first book to intentionally address the stories of Henrietta Lacks and their importance in the field of curriculum studies, science studies, and current standardized high school science curriculum.

CONTENTS: Dedication. Series Foreword: Landscapes of Education, *William Schubert and Ming Fang He*. Acknowledgments. Prologue. CHAPTER 1: Mandy's Adventure Into Conspiracy Begins. CHAPTER 2: Meet Henrietta. CHAPTER 3: Enter Henrietta Lacks. CHAPTER 4: Conspiring to Interrupt Philosophy and History of Science. CHAPTER 5: Conspiring to Interrupt Science and Science Education. CHAPTER 6: Theorizing Practice ~ Practicing Theory. CHAPTER 7: Students Join the Conspiracy and Wear Red to Honor Henrietta Lacks. Epilogue. References. About the Author.



Contemporary Urban Youth Culture in China A Multiperspectival Cultural Studies of Internet Subcultures

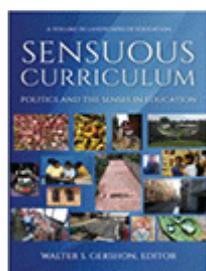
Jing Sun, Huazhong University of Science and Technology

2019. Paperback 978-1-64113-888-8 \$45.99. Hardcover 978-1-64113-889-5 \$85.99. eBook 978-1-64113-890-1 \$65.

In *Contemporary Urban Youth Culture in China: A Multiperspectival Cultural Studies of Internet Subcultures*, Jing Sun explores contemporary Chinese urban youth culture through analyses of three Chinese Internet subcultural artifacts--A Bloody Case of a Steamed Bun, Cao Ni Ma, and Du Fu Is Busy. Using Douglas Kellner's (1995) multiperspectival cultural studies (i.e., critical theory and critical media literacy) as the theoretical framework, and diagnostic critique and semiotics as the analytical method, Sun examines three general themes--resistance, power relations, and consumerism. The power of multiperspectival cultural studies, an interdisciplinary inquiry, lies in its potentials to explore contemporary Chinese urban youth culture from multiple perspectives; explore historical backgrounds and complexity of cultural artifacts to understand contradictions and trajectories of contemporary Chinese urban youth culture; recognize alternative medias as a space for contemporary urban Chinese youth to express frustrations and dissatisfactions, to challenge social inequalities and injustices, and to create dreams and hopes for their future; recognize that the intertextuality among cultural artifacts and subcultures creates possibilities for Chinese urban youth to invent more alternative media cultures that empower them to challenge dominations, perform their identities, and release their imagination for the future; invite Chinese youth to be the change agents for the era but not to be imprisoned by the era; and overcome misunderstanding, misrepresentation, or underrepresentation of contemporary Chinese urban youth cultural texts to promote linguistic and cultural diversity in a

multicultural, multilingual, and multiracial world. Sun argues that contemporary urban youth need to obtain critical media literacy to become the change agents in contemporary China. They need to be the medium of cultural exchanges in the multicultural, multilingual, and multiracial world. In order to best assist contemporary Chinese urban youth in expressing their voices, portraying their hopes, and performing their historical responsibilities as change agents, Sun sincerely hopes more research will be done on the contemporary Chinese urban youth culture, especially on its contradictions and trajectories, with the intent to shed light on more richly textured, nuanced, and inspiring insights into the interconnection between contemporary Chinese urban youth and media power in an increasingly multicultural, multilingual, and multiracial world.

CONTENTS: Series Foreword: Landscapes of Education, *William H. Schubert & Ming Fang He*. Preface. Acknowledgments. CHAPTER 1: Introduction. CHAPTER 2: Theory, Methods, and Context. CHAPTER 3: Spoof Video, Nationalistic and Global Dominations, and Incorporation. CHAPTER 4: Strict Internet Control and Creative Languages. CHAPTER 5: Spoof Images, Strict Educational System, and Soft Power Diplomacy. CHAPTER 6: Reflections on the Inquiry. References. About the Author.



Sensuous Curriculum Politics and the Senses in Education

Walter S. Gershon, Kent State University

2019. Paperback 978-1-64113-581-8 \$45.99. Hardcover 978-1-64113-582-5 \$85.99. eBook 978-1-64113-583-2 \$65.

The sensuous is the human experience, unfolding our everyday experiences and articulating our affects. Without sensory information, we could neither know nor be. This is because we gain information through our senses and interpret that information as perceptions, the sociocultural frames used to analyze that input. This is the case regardless of how a sensorium is constructed, a more limited Western five senses model for example. It is also the case no matter how senses are defined, the ways they are expressed, or the ways in which they are understood to function. Further, because there are often greater differences between members within a particular group than divergences between groups, how one attends to and acts in light of sensory information is always a polyphonic tapestry constructed on the warp of the sociocultural and the weft of individualism. Education, the transfer of information between people, animals, things, and ecologies, is therefore a sensory endeavor.

Sensuous curriculum is one means of describing this deeply layered intersection of educational ways of being and knowing. In many ways inverting how questions of curriculum are often framed, *Sensuous Curriculum: Politics and the Senses in Education* foregrounds how sensory understandings are forms of educational, relational politics. Bringing the depth and complexity of sensory studies firmly into curriculum and foundational studies of education, contributors to this volume address this educational and political intersection from a wide variety of theoretical and practical perspectives that are always embodied and material. Approached in an academic yet accessible manner, *Sensuous Curriculum* addresses key questions about what it means to educate and the ideas and ideals render those understandings sensible. This variety, depth, and accessibility combine to make *Sensuous Curriculum* an important resource for those interested in critical studies of the senses in educational ecologies and holistic education. It is a text as at home in theory and methods doctoral courses as it is in undergraduate courses for preservice teachers and will be of interest to those searching for rich ways to conceptualize education outside of a standards-centric perspective.

Praise for Sensuous Curriculum:

"This collection engages and challenges readers to think more deeply about questions of curriculum in connection to the sensuous in ways not typically considered, existing multi-dimensionally in transdisciplinary, interdisciplinary, and cross-disciplinary work. This compelling, intellectually stimulating, exhilarating volume is a canonical contribution everyone must study."

Theodorea Regina Berry

Professor and Chair, African American Studies

College of Social Sciences, San Jose State University

"Dr. Gershon's edited collection, Sensuous Curriculum: Politics and the Senses in Education, makes the case for corrective action. By exploring the sensory as human experience, curriculum, and political, the authors of this volume offer iterations and variations for interrupting the ignor(anc)es of the sensorium in education and the body in making sense."

M. Francyne Huckaby

Associate Dean, TCU School of Interdisciplinary Studies

Professor, Curriculum Studies, TCU College of Education & Center for Public Education

"I thoroughly enjoyed sensing this book. This collection defies the conventional popular trends that sit inside the classic curriculum vinyl on our bookshelves. And in Aokian fashion, Walter Gershon has successfully brought together an ensemble of curriculum scholars who dare us to improvise and replay the possibilities and limitations of educational research as a tantalization of our senses. The research put forth in this collection not only promises to break barriers of our thinking, but also makes significant contributions to and beyond post-humanism, new materialism, curriculum and affect theory. All serious scholars—artists, teacher educators, teachers, graduate students, community activists—of curriculum studies will want to purchase a copy of this carefully, crafted, curated sensuous collection. Without reservation...put the needle on their record, cause I am one of their biggest fans."

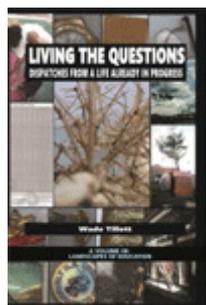
Nicholas Ng-A-Fook

Professor, Director of Teacher Education, Indigenous Teacher Education

Co-Director of the Réseau de Savoir sur l'Équité/Equity Knowledge Network

Faculty of Education, University of Ottawa

CONTENTS: Series Foreword: Landscapes of Education, *William H. Schubert and Ming Fang He*. Introduction: Articulating Sensuous Curricula, *Walter S. Gershon*. Activate or Evacuate? Roles of a Sensorium in Debates Over Onto-Epistemology, *Bernadette Baker*. Syncopation, Sensing, and Sense-Making: The Genealogies of Julia Kristeva and Michel Foucault, *David Lee Carlson and Joseph D. Sweet*. Welcoming What We Cannot Imagine: Sensory Curriculum in Teacher Education, *Lee Airton*. War of the Half-Breeds: Communities of Color as a Resistant Response to Raced and Racist Education in the Midwest, *Boni Wozolek*. Blackness, Love, and Sensuousness as Praxis, *Valerie Kinloch and Carlotta Penn*. The Visceral Curriculum, *Avi Lessing*. Intersecting Race, Language, and Identity: Toward a Sensuous Curriculum of Investment, *Awad Ibrahim*. The Ontological Problem of Contemporary U.S. Education: A Nonlinear, Sensuous Critique, *Walter S. Gershon*. (Un)Boxing the Senses: Curricular Practices of Sensory Ethnography, *Kimberly Powell and Sue Uhlig*. Sensuous and Artistic Curriculum Towards the Disruption of the Normative, *Anniina Suominen*. About the Authors.



Living the Questions Dispatches From a Life Already in Progress

Wade Tillet, University of Wisconsin

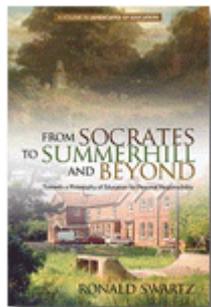
2017. Paperback 9781681238463 \$45.99. Hardcover 9781681238470 \$85.99. eBook 9781681238487 \$65.

In *Living the Questions: Dispatches From a Life Already in Progress*, Wade Tillet takes up the question of how to live – not in some abstract sense, but in the urgent present. Tillet realizes that how to live is a question that each of us is already asking – and answering – moment-by-moment. These texts offer surprising discoveries of how we are already inventing solutions to living in multiple and discontinuous worlds through our daily actions. By examining small specific pieces of daily life, Tillet explores how we navigate through tentative, multiple, and often contradictory positions. Among the many situations artistically explored are visiting a church, narrating a family movie, exposing students to a nearby school, re-working a found sculpture, taking a licensure exam, attending a protest, and waiting for the EL. By juxtaposing multiple voices and images, he attempts to see how, in both method and content, the texts themselves act on the worlds and lives they describe.

Tillet narrates from many perspectives: teacher, researcher, writer, artist, architect, activist, parent, theorist, and struggling protagonist of his own life. As such, many readers sharing such roles will immediately find connections within the book. For researchers struggling to find workable qualitative methodologies after poststructuralism, the experimental methods employed here may provide welcome inspiration. However, the book seems aimed not so much at particular disciplines but at anyone who, like Tillet, is actively searching for how to live. Anyone involved in such a search will likely find hope and ways forward in his methods that look at life as we are already living it.

CONTENTS: Series Foreword: Landscapes of Education, *William H. Schubert and Ming Fang He*. Guest Foreword, *Patrick Roberts*. Acknowledgments. Preface. Displacing (An Introduction). **PART I: SELECTING** CHAPTER 1: Leaving(s). CHAPTER 2: Things I Found in My Lawn. CHAPTER 3: Everyday Practices. CHAPTER 4: Paths and Prescriptions. CHAPTER 5: Forsaking. CHAPTER 6: Creating The Real. CHAPTER 7: Stairwell. CHAPTER 8: Landscape Modifications. **PART II: POSITIONING** CHAPTER 9: The Examination as Mechanism. CHAPTER 10: Failing The Tests. CHAPTER 11: We Don't Want Your Big Mac. We Just Want Our Schools Back. CHAPTER 12: Boone School Funding. CHAPTER 13: Schoolyard Phantoms. CHAPTER 14: Negotiating Positions. **PART III: EXTENDING** CHAPTER 15: CHA Demolition List. CHAPTER 16: Fulfilling The Program. CHAPTER 17: Home. CHAPTER 18: Encompassing The Movement. CHAPTER 19: A Trash Brigade. CHAPTER 20: Office Space. CHAPTER 21: The Plan Abandoned. CHAPTER 22: Real, Only Better. CHAPTER 23: Mapping. CHAPTER 24: Here, We Are Never Here. **PART IV: MULTIPLYING** CHAPTER 25: Create-A-Sculpture.

CHAPTER 26: Textual Explorations Book. CHAPTER 27: We Do Not Believe, But We Have To. CHAPTER 28: And Here We Are. CHAPTER 29: Living Hymns and Iterations. CHAPTER 30: The Gathering. CHAPTER 31: The Crime of Suspicious Circumstances. CHAPTER 32: Beyond Surveillance. CHAPTER 33: Re-membering Home Movies. CHAPTER 34: Durée. Postface. Author Biography.



From Socrates to Summerhill and Beyond Towards a Philosophy of Education for Personal Responsibility

Ronald Swartz, Oakland University, Professor Emeritus

2016. Paperback 9781681235523 \$45.99. Hardcover 9781681235530 \$85.99. eBook 9781681235547 \$65.

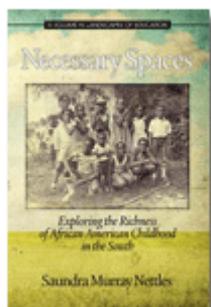
In *From Socrates to Summerhill and Beyond: Towards a Philosophy of Education for Personal Responsibility*, Ronald Swartz offers an evolving development of fallible, liberal democratic, self-governing educational philosophies. He suggests that educators can benefit from having dialogues about questions such as these: 1.) Are there some authorities that can be consistently relied upon to tell school members what they should do and learn while they are in school? 2.) How should the imagination of social theorists be both used and checked in the development and implementation of innovative educational reforms? 3.) How can teachers in personal responsibility schools help their students learn? These questions are representative of problems that Swartz raises in his book.

Swartz identifies four educational programs as personal responsibility schools. These are Little Commonwealth (Homer Lane); Summerhill (A.S.Neill); Orphans Home (Janusz Korczak) and Sudbury Valley School (Daniel Greenberg). Swartz then suggests that these learning environments create social institutions that are liberal, democratic, and self-governing and therefore endorse the policy of personal responsibility. This policy states: All school members, students included, are fallible authorities who should be personally responsible for determining their own school activities and many policies that govern a school. Schools which incorporate this policy can interchangeably be referred to as personal responsibility, self-governing, or Summerhill style schools.

In providing an historical and philosophical understanding of Summerhill style schools, Swartz suggests that these educational alternatives have intellectual roots in the ideas associated with Socrates as portrayed in Plato's *Apology*. Specifically, in personal responsibility schools teachers are not viewed as authorities who attempt to transmit wisdom to their students. Rather, self-governing schools follow the Socratic tradition which claims that teachers can be viewed as fallible authorities who attempt to engage students in dialogues about questions of interest to students. The interpretation of Plato's works used by Swartz can be found in Karl Popper's *The Open Society and Its Enemies*. Swartz has also been significantly influenced by the educational writings of Bertrand Russell and Paul Goodman. Goodman's *Compulsory Miseducation* makes it clear that schools which follow in the tradition of Summerhill compete with the educational programs that are an outgrowth of John Dewey's writings.

In summary, Swartz's book aims to engage educators in dialogues that will lead to improved educational theories and practices.

CONTENTS: Series Foreword: Landscapes of Education, *William H. Schubert and Ming Fang He*. Acknowledgment. **PART I:** Introduction. **PART II:** Dewey Studies. **PART III:** Socratic Studies. **PART IV:** Curriculum Studies. **PART V:** Model Programs. **PART VI:** Learning Strategies. **PART VII:** Liberalism in Education. **PART VIII:** Afterthoughts. Appendix: Bibliography of Swartz's Publications Included in This Book. References.



Necessary Spaces Exploring the Richness of African American Childhood in the South

Sandra Murray Nettles, University of Illinois at Urbana-Champaign

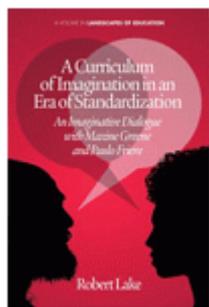
2013. Paperback 978-1-62396-331-6 \$45.99. Hardcover 978-1-62396-332-3 \$85.99. eBook 978-1-62396-333-0 \$65.

In *Necessary Spaces: Exploring the Richness of African American Childhood in the South*, Sandra Murray Nettles takes the reader on a journey into neighborhood networks of learning at different times and places. Using autobiographical accounts, Nettles discusses the informal instructional practices of community “coaches” from the perspective of African American adults who look back on their childhood learning experiences in homes, libraries, city blocks, schools, churches, places of business, and nature. These eyewitness accounts reveal “necessary spaces,” the metaphor Nettles uses to describe seven recurring experiences that converge with contemporary notions of optimal black child development: connection, exploration, design, empowerment, resistance, renewal, and practice.

Nettles weaves the personal stories with social scientific theory and research and practical accounts of community-based initiatives to illuminate how local communities contributed human, built, and natural resources to support children’s achievement in schools. The inquiry offers a timely and accessible perspective on how community involvement for children can be developed utilizing the grassroots efforts of parents, children, and other neighborhood residents; expertise from personnel in schools, informal institutions (such as libraries and museums); and other sectors interested in disparities in education, health, and the quality of physical settings.

Grounded in the environmental memories of African American childhood, *Necessary Spaces* offers a culturally relevant view of civic participation and sustainable community development at the local level. Educational researchers and policy makers, pre-service and in-service teachers, and people who plan for and work with children and youth in neighborhoods will find this book an engaging look at possibilities for the social organization of educational resources. Qualitative researchers will find a model for writing personal scholarly essays that use the personal to inform larger issues of policy and practice. In *Necessary Spaces*, local citizens in neighborhoods across the United States will find stories that resonate with their own experiences, stimulate their recollections, and inform and inspire their continuing efforts to create brighter futures for children and communities.

CONTENTS: List of Illustrations. Acknowledgement. Series Foreword. Foreword. 1. Home Ground. 2. Curriculum of Place. 3. Landscapes of Resistance. 4. Necessary Spaces. References.



A Curriculum of Imagination in an Era of Standardization An Imaginative Dialogue with Maxine Greene and Paulo Freire

Robert Lake, Georgia Southern University

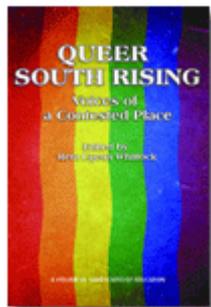
2013. Paperback 9781623962654 \$45.99. Hardcover 9781623962661 \$85.99. eBook 9781623962678 \$65.

A Curriculum of Imagination in an Era of Standardization In *A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire*, a volume in *Landscapes of Education* [Series Editors: William H. Schubert, University of Illinois at Chicago & Ming Fang He, Georgia Southern University], Robert Lake explores with the reader what is meant by imagination in the work of Maxine Greene and Paulo Freire and their relevance in an era of increasingly standardized and highly scripted practices in the field of education. The author explores how imagination permeates every aspect of life with the intent to develop capacity with the readers to look beyond the taken-for-granted, to question the normal, to develop various ways of knowing, seeing, feeling, and to imagine and act upon possibilities for positive social and educational change. The principal aspect of the work illustrated in this book that distinguishes it from other work is that an “imaginary” dialogue between Maxine Greene and Paulo Freire runs through the book using actual citations from their work. Each chapter starts with such a dialogue interspersed with the works of others and the author’s critical autobiographical reflections. With a brief overview of the socio-cultural evolution of imagination from pre-literate times to the present, the author explores some of the current iterations of imagination including the eugenics movement and “dark” imagination, sensing gaps and creative/critical imagination, metaphors as the language of imagination and empathy as social imagination. Reflecting upon emerging tensions, challenges, and possibilities curriculum workers face in such an era of standardization, the author calls for a curriculum of imagination.

After providing a brief overview of the socio-cultural evolution of imagination from pre-literate times to the present, the author looks at some of the current iterations of imagination, including the eugenics movement and “dark” imagination, sensing gaps and creative/critical imagination, metaphors as the language of the imagination, and empathy as social imagination. All of these ideas are then incorporated in a curriculum of imagination that is envisioned through Joseph Schwab’s four commonplaces of curriculum followed by a discussion of emerging tensions, issues and possibilities for praxis and scholarship in present and future inquiry.

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Imaginary Intellectual Dialogue Between Maxine Greene and Paulo Freire 2 Walls of Standardization 3 Metaphor: The Language of the Imagination 4 Sensing Gaps 5 Toward Empathic Imagination 6 A Curriculum of Imagination in the Making Epilogue References



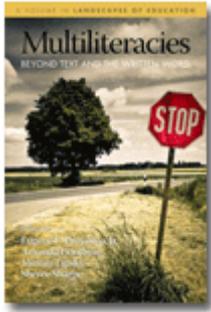
Queer South Rising Voices of a Contested Place

Reta Ugena Whitlock, Kennesaw State University

2013. Paperback 9781623961688 \$45.99. Hardcover 9781623961695 \$85.99. eBook 9781623961701 \$65.

Queer South Rising: Voices of a Contested Place is a collection of essays about the South by people who identify as both Southern and queer. The collection's name hints at the provocative nature of its contents: placing Queer and South side-by-side challenges readers to think about each word differently. The idea that a queer South might rise undermines the Battle Cry of "The South's Gonna rise Again!" embedded in the collective memory of a conservative South. This rising does not refer to a kind of Enlightenment transcendence where the region achieves some sort of distinctive prominence. It suggests instead ruptures, like furrows in a plowed field where seeds are sown. The rising Whitlock envisions is akin to breaking and turning over meanings of Southern place. The title further serves to remind readers of the complexities of the place as it calls into question notions of a universal, homogenous LGBT, queer, identity. Queer South Rising is the first truly interdisciplinary collection of essays on the South and queerness that deliberately aims for multiple approaches to the topics. This collection is intended for a wide audience of "regular" folks. Essays explore multiple intersections of Southern place—religion, politics, sexuality, race, education—that transcend regional boundaries. This book counters conventional scholarly texts; it invites all readers interested in the South and queer themes to engage with the narratives it holds—and perhaps question their assumptions. Whitlock has sought, in collecting these essays, to seek out a diverse group of authors—across disciplines, professions, and interests—to shatter perceptions about a nostalgic, romanticized Southern culture in general.

CONTENTS: Acknowledgments. Introduction: Loving, Telling, and Reconstructing the South, *Reta Ugena Whitlock*. **PART I: "GHOSTS, MYTHS, AND TREASURES": THEORIZING SOUTH AND SOUTHERNNESS.** "Some Odd Place of Ghosts and Shadows:" Working Through the Queer Character of Place in Randall Kenan's "Run, Mourner, Run", *Brian Casemore*. Drag and the Politics of Performance, *Brock Thompson*. Examining the Oppressor Within: Lessons Learned by a Northern Researcher in the South, *Bettina L. Love*. Dismantling Metrocentric and Metronormative Curricula: Toward a Critical Queer Pedagogy of Southern Rural Space and Place, *Christopher J. Stapel*. Fall Down On Me: Stories of the Club From Black Gay Men in the South, *Craig Washington*. (Homo)Sex in a Model New South City: Placing Lesbians and Gay Men in Mid-Twentieth Century Atlanta, *Wesley Chenault*. For Queer Teachers, Love Can Be a Battlefield, *Janna Jackson*. I Was Born on the Wrong Planet: Flights of Fancy, Gone With the Wind, and Other Gay Narratives of the South", *Patrick Slattery*. Negative Capability in the Mountain South, *Jeff Mann*. **PART II: SACRILEGE! CONFRONTING SOUTHERN INSTITUTIONS.** "Drag You Off to Milledgeville": The Georgia State Hospital and Southern Psychiatric Spaces, *Mab Segrest*. The Hell Train: A Journey From Holy Roller to Feminist Lesbian, *Karen Parker*. An Open Letter to the Bishop, *Brian Ammons*. Becoming Peculiar, *Kate Black*. Reorienting the South: Locating Queer Refugees and Geographies in Texas, *Long T. Bui*. I Have the Right to Remain Silent, *Jamie Davis*. Here's a Little Lagniappe For You...., *Michael Johnson, Jr.* Confessions of a Radical Feminist: Conservative Control of Intellectual Freedom in Higher Education, *Reta Ugena Whitlock*. **PART III: YE MAMA 'NEM: CONTEMPLATING WEBS OF RELATIONS.** Dude, *Laura Davis*. My Labels Are [Not] Too Many: My Journey of "Becoming" A Black, Afrocentric, Southern Lesbian, *Qiana Cutts*. Jesus, Dolly Parton, and Solid Gold: Risk and Resilience in a Southern Gay Childhood, *Travis Wright*. The Queering Year, *JD Dykes*. The Way of Holiness, *Jason Howard*. Rubyfruit Masochist, *Merri Lisa Johnson*. Redneck Sissy: Negotiating Shame as a Queer Male in the Rural South, *Jay Poole*. Trailer Park Queer, *Porscha Yount*. True South, *Kevin Jennings*. About the Contributors.



Multiliteracies Beyond Text and the Written Word

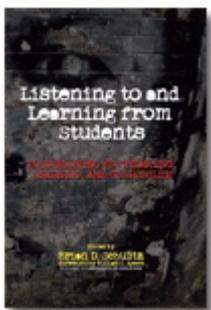
Eugene F. Provenzo, University of Miami; Amanda Goodwin, Vanderbilt University; Miriam Lipsky, University of Miami; Sheree Sharpe, University of Miami

2011. Paperback 978-1-61735-342-0 \$45.99. Hardcover 978-1-61735-343-7 \$85.99. eBook 9781617353444 \$65.

Multiliteracies: Beyond Text and the Written Word emphasizes literacies which are, or have been, common in American culture, but which tend to be ignored in more traditional discussions of literacy—specifically textual literacy. By describing multiliteracies or alternative literacies, and how they function, we have tried to develop a broader understanding of what it means to be literate in American culture. The 39 topical essays/chapters included in this work represent a sampler of both old and new literacies that are clearly at work in American culture, and which go beyond more traditional textual forms and models.

Multiliteracies: Beyond Text and the Written Word asks: How is the experience of students changing outside of traditional schools, and how do these changes potentially shape the work they do, how they learn, and the lives they lead in schools and less formal settings? This work assumes that our increasing diversity in a postmodern and increasingly global society brings with it demands for a broader understanding of what it means to be literate. Multiliteracy “literally” becomes a necessity. This work is a guidebook to the new reality, which is increasingly so important to schools and the more general culture.

CONTENTS: Series Foreword: Landscapes of Education, *William H. Schubert* and *Ming Fang He*. Preface: Introduction: Literacy for the 21st Century. Hypertext: An Interactive Literacy, *Eugene F. Provenzo, Jr.* and *Amanda P. Goodwin*. Facebook and Social Networking Sites: The Multiliteracy of Personal and Professional Network Building, *Amanda P. Goodwin*. Environmental Print, *Lisa Repaskey*. The City as Text, *Eugene F. Provenzo, Jr.* Emoticons, *William B. Deese*. Instant and Text Messaging, *Maribel G. Harder*. Numbers, *Wensen Lin*. Sign Languages: Communication in a Silent World, *Miriam Lipsky*. Tattoos: The Power of Ink, *Jennifer Diptee*. The Lectore: Reading Aloud as a Collective Literacy, *Eugene F. Provenzo, Jr.* Rap Music: A Socio-Cultural Revolution, *Maribel G. Harder*. Corporate Logosm, *William B. Deese*. AIDS Quilt as a Literacy, *Lisa Repaskey*. Nautical and Aeronautical Literacies, *Gabriel Quintana*. Scientific Simulation, *Kathryn LeRoy*. Streaming Messages, *William B. Deese*. Hmong Story Cloths, *Lisa Repaskey*. The Power of Puppetry, *Jennifer Diptee*. Death TShirts, *Yvonne D. Perry*. Roadside Memorials, *Yvonne Perry*. Graffiti, *Lisa Repaskey*. Patriotic Symbols, *Gabriel Quintana*. Baby Sign Language, *Yvonne Perry*. The Human Genome Project as Literacy, *Kathryn LeRoy*. Fashion Branding, *Yvonne Perry*. Traffic Signs, *William B. Deese*. Measurement Literacy, *Sheree T. Sharpe*. The Language of Dance, *Jennifer Diptee*. Interpreting Body Language: The Original Literacy, *Amanda P. Goodwin*. Baseball Signs: Visual Literacy at Play, *Miriam Lipsky*. Order of Magnitude Literacy, *Sheree T. Sharpe*. Becoming Literate in the Language of Dogs: A Literacy That Could Save Your Life, *Miriam Lipsky*. Etiquette: The Literacy of Success, *Amanda P. Goodwin*. Ebonics as a Literacy, *Sheree T. Sharpe*. Visual Representation of Mathematics, *Gabriel Quintana*. Medical Symbols, Shorthand, and Signage, *Maribel G. Harder*. Sports Literacy, *Gabriel Quintana*. Interpersonal Literacy through Gestures, *Maribel G. Harder*. Electronic Books, *Eugene F. Provenzo, Jr.* Afterword. References.



Listening to and Learning from Students Possibilities for Teaching, Learning, and Curriculum

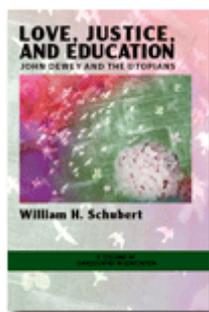
Brian D. Schultz, Northeastern Illinois University

2011. Paperback 978-1-61735-171-6 \$45.99. Hardcover 978-1-61735-172-3 \$85.99. eBook 9781617351730 \$65.

This book embraces the idea of listening to and learning from students. Although many educational theorists have long argued that incorporating children’s perspectives about teaching and curriculum has the potential for increasing students’ interest and participation in learning, their radical perspectives are still ignored or dismissed in theory and practice. Through featured essays, historical excerpts, and provocative poetry, this collection provides research literature and inquiry ideas that ought to be part of educational debates, policy discussions, and decision makings. Articulated through thoughtful prose and discerning analysis, youth, teachers, and scholars featured in this collection illuminate the power and promise of not only listening to and learning from students, but also acting upon the insights of students. This book calls

for the 21st century educational workers--teachers, educators, parents, community workers, administrators, and policy makers--to perceive students as massive reservoirs of knowledge that invigorate possibilities for teaching, learning, and curriculum in the contested educational landscape.

CONTENTS: Acknowledgements and Preface. Foreword: Listen and Learn, *William C. Ayers*. Curricular Possibilities: Listening to, Hearing, and Learning from Students, *Brian D. Schultz*. Interlude: From Pedagogy of the Oppressed, *Paulo Freire*. Confronting "Limit Situations" in a Youth/Adult Educational Research Collaborative, *Tara M. Brown and Kevin Galeas*. Interlude: from the mouths of babes, *Kevin Coval*. Learning to Walk Quietly, *Cathy Coulter*. Interlude: My First Voyage, *L. Thomas Hopkins*. A Shorty Teaching Teachers: One Kid's Perspective About "Keepin' It Real" in the Classroom, *Brian D. Schultz and Paris Banks*. Interlude: What Is a School? From I Learn From Children, *Caroline Pratt*. Ninth-Grade Student Voices in a Social Action Project: "They Went for Us, They Cared", *Shira Eve Epstein*. Interlude: Hi(story) & Hope: How the Stories of Our Individual and Collective Past Determine What We Believe is Possible, *kahlil almustafa*. They Think Kids Have Nothing to Say, *Lloyd Thomas*. Listen, *Miracle Graham*. Challenging Test-Prep Pedagogy: Urban High School Students Educate Pre-Service Teachers Using Liberatory Pedagogy, *Louie F. Rodríguez*. Interlude: From Prospectus for a Summer Freedom School Program, *Charles Cobb*. Lessons from the Journey: Exploring Citizenship through Active Civic Involvement, *Jennifer Ponder, Michelle Vander Veldt, and Genell Lewis-Ferrell*. Interlude: A.D.D., *Rafael Casal*. Let My Soul Spit: Young People Write for Reflection and Inspiration, *Susan Wilcox*. Interlude: Things I Wish I Told My Grandma, *kahlil almustafa*. Constructing and Constricting Teachers: RateMyTeachers.com as a Knotted Space of the Educational Imaginary, *Jake Burdick*. Interlude: The Moral Training from Methods of Instruction, *John Dewey*. Teaching John Dewey as a Utopian Pragmatist While Learning from My Students, *William H. Schubert*. Interlude: Desirable Content for a Curriculum Development Syllabus Today: The Tyler Rationale Reconsidered, *Ralph W. Tyler*. Student-Led Solutions to the Dropout Crisis: A Report by Voices of Youth in Chicago Education, *Voices of Youth in Chicago Education (VOYCE)*. Afterword: Prayer for the First Day of Chicago Public School, *Kevin Coval*. Permissions. About the Contributors.



Love, Justice, and Education John Dewey and the Utopians

William H. Schubert, University of Illinois at Chicago

2010. Paperback 978-1-607522386 \$45.99. Hardcover 978-1-607522393 \$85.99. eBook 9781617352577 \$65.

Love, Justice, and Education by William H. Schubert brings to life key ideas in the work of John Dewey and their relevance for the world today. He does this by imagining continuation of a highly evocative article that Dewey published in the New York Times in 1933. Dewey wrote from the posture of having visited Utopia. Schubert begins each of thirty short chapters with a phrase or sentence from Dewey's article, in response to which a continuous flow of Utopians consider what is necessary for educational and social reform among Earthlings. Schubert encourages the Utopians, who have studied Earthling practices and literatures, to recommend from their experience what Earthlings need for educational and social reform and how they can address obstacles to that reform. The Utopians speak to myriad implications of Dewey's report by drawing upon a wide range of philosophical, literary, and educational ideas - including many of Dewey's other writings. Their central message is that loving relationships and empathic dedication to social justice are necessary for educational reform that responds wholeheartedly to learner needs and interests. True to Dewey's original position, such education must be built upon social reform that works to overcome acquisitive society based on greed: the principal impediment to realizing human potential, democratic society, and educational relationships that enhance it. To overcome the debilitating acquisitiveness that plagues Earth is the challenge for educators and all human beings who seek to involve the young in composing their lives and cultivating a world of integrity, beauty, justice, love, and continuously evolving capacities of humanity.

CONTENTS: Prologue. Improvising Riffs on Dewey and the Utopian. 1. No Schools at All. 2. Gatherings. 3. Assembly Places. 4. Homelike Ambience. 5. Resources. 6. Parents and Peers. 7. All as Teachers and Learners. 8. Learning Community for Children. 9. Sharing of Gifts. 10. Responsibility for Cooperation. 11. Life, Not Objectives. 12. Toward Worthwhile Lives. 13. Purpose Engrained in Activities. 14. Discovery of Aptitudes and Development of Capacities. 15. Inevitability of Learning. 16. Analogy to Babies. 17. Creating Attitudes, Not Acquiring and Storing. 18. Resisting Acquisitive Society. 19. Overcome Acquisitiveness. 20. Cultivating Positive Capacities to Liberate. 21. Enjoyment Now, Not Deferred. 22. Always "Is" with Faith in "To Be". 23. All-Around Development. 24. Sense of Positive Power. 25. Elimination of Fear. 26. Confidence, Eagerness, and Faith in Human Capacity. 27. Faith in the Environment. 28. Worthwhile Activities. 29. The "Right Way". 30. From Love to Justice, "For Goodness Sake!" Epilogue: Riffs of Hopes and Dreams. Bibliography



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