



Book Series

# *Critical Constructions: Studies on Education and Society*

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## The 2017 Hampton Reader Selected Essays from a Working-class Think Tank

Colin Jenkins

2019. Paperback 9781641135412 \$45.99. Hardcover 9781641135429 \$85.99. eBook 9781641135436 \$65.

Through dozens of diverse and timely political essays and analyses, this book addresses the most pressing problems of our contemporary world. Instead of the tired, detached academic inquiry that permeates from institutions of higher education, these pages contain writings that have been produced by political organizers and revolutionaries throughout the course of their daily activity in social, economic, and political movements.

The 2017 Hampton Reader includes the most popular essays from The Hampton Institute: A Working-Class Think Tank. The Hampton Institute is an intellectual and political organization that seeks to develop the working class into a self-conscious class-for-itself capable of fundamentally changing the nature of society. The essays herein are the products of a collective of organic intellectuals united by the task of clarifying our political moment, sparking a revival in working-class intellectualism, and pushing the revolutionary struggles of our day forward.

**CONTENTS: PART I: CRIMINAL JUSTICE.** Doing Ferguson and Baltimore at the Intersection of Racial Oppression and Hopelessness, *Jason Michael Williams*. For Abolition: Prisons and Police Are More Than Brutality, They're State Terror, *Frank Castro*. Spider Webs for the Rich and Mighty: An Anarchist Critique of Criminal Law, *Colin Jenkins*. **PART II: EDUCATION.** Pedagogy of the Oppressed Against Trump: Communist Pedagogy in the Emerging Mass Movement, *Derek R. Ford*. Academia's Other Diversity Problem: Class in the Ivory Tower, *Alfred Vitale and Allison L. Hurst*. Marxism, Intersectionality, and Therapy, *David I. Backer*. Freedom to Dissent From Delhi to Ferguson, *Meghna Chandra*. The Courage of Hopelessness: Democratic Education in the Age of Empire, *E. Wayne Ross*. Against Zombie Intellectualism: On the Chronic Impotency of Public Intellectuals, *Derek R. Ford*. Consequences of the "Post Truth" Era, *Brayden White*. Democracy, Higher Education, and the Ivory Tower Critique of Neoliberalism, *Jacob Ertel*. **PART III: GENDER STUDIES.** Gentrification Is a Feminist Issue: A Discussion on the Intersection of Class, Race, Gender, and Housing, *Cherise Charleswell*. "How Much Do You Cost?" A Story of Sexual Neocolonialism, *Sonasha Braxton*. Interdisciplinary Feminism: Why Building Alliances Is Critical, *Cherise Charleswell*. **PART IV: LABOR ISSUES.** Capitalism, Exploitation, and Degradation, *Nicholas Partyka*. Deconstructing Workplace Hierarchies: On the Paradox of Contrived Leadership and Arbitrary Positions of Power, *Colin Jenkins*. **PART V: POLITICS AND GOVERNMENT.** "Our Revolution" is Not a Revolutionary Movement, *Dan Arell*. American Cartel: How America's Two Major Parties Helped Destroy Democracy, *Frank Castro*. Notes on the Peaceful Transition of Power: The Continuity of Violence in America's Imperial Democracy, *Bryant William Sculos*. Power Politics and the Empire of Economics: An Introduction, *Andrew Gavin Marshall*. Russophobia and the Logic of Imperialism, *Ava Lipatti*. The Question of Hierarchy: An Interview With Colin Jenkins, *Brenan Daniels*. The Working Class, the Election, and Trump: An Interview With Sean Posey, *Brenan Daniels*. **PART VI: RACE AND ETHNICITY.** Salt in the Wounded Knee: Psychopathy in the Commemoration of Genocide, *Sonasha Braxton*. The Ancestors, Africanism, and Democracy, *Nyonsuabeleah Kollue*. The Black Working Class and the Early Civil Rights Movement, *Devon Bowers*. The Monarchy of Materialism: Understanding White Fragility, *Sonia Calista*. **PART VII: SOCIAL ECONOMICS.** "Thuggin" in Baltimore City: Capitalism and the Political Economy of "Breaking Slaves," *Asha Layne*. Expropriation or Bust: On the Illegitimacy of Wealth and Why It Must Be Recuperated, *Colin Jenkins*. The Bosses' Utopia: Dystopia and the American Company Town, *Nicholas Partyka*. The Science of Corrosive Inequality, *Nicholas Partyka*. **PART VIII: SOCIAL MOVEMENT STUDIES.** Americanism Personified: Why Fascism Has Always Been an Inevitable Outcome of the American Project, *Colin Jenkins*. Identity, Inc.: Liberal Multiculturalism and the Political Economy of Identity Politics, *Jacob Ertel*. Rethinking the Marxist Conception of Revolution, *Chris Wright*. **PART IX: SOCIETY AND CULTURE.** Eternal Fascism and the Southern Ideology, *Jeremy Brunger*. Gangsters for Capitalism: Why the U.S. Working Class Enlists, *Colin Jenkins*. Institutionalizing Lone-Wolf Terrorism: How Fascist Organizations Inspire Mass Violence, *Shane Burley*. **PART X: SPIRITUALITY AND RELIGION.** Islamophobia and the Rise of Trump, *P. Joshua Hatala*. Religion and the Russian Revolution, *P. Joshua Hatala*. A Critique of David Harvey's Conception of the People's Republic of China, *Collin Chambers*.



## Read Aloud Handbook for Native American Children

Lauren Waukau-Villagomez, College of Menominee Nation; Samantha J. Villagomez, Menominee Tribal School, Neopit, Wisconsin

2019. Paperback 978-1-64113-590-0 \$45.99. Hardcover 978-1-64113-591-7 \$85.99. eBook 978-1-64113-592-4 \$65.

This book is essential for teachers of reading and Native American Children to improve the reading scores of Native children. The book promotes the use of read alouds with Native American children in order to develop oral language, vocabulary and background knowledge. In addition, American Indian English and Standard English are discussed as issues for Native American Children. The importance of code-switching and bilingualism are examined so teacher have a better understanding of their students' worldviews. This will lead to a respect for the children;s culture and subjugated knowledge.

The book includes an annotated bibliography of books to use as read alouds. Many books have been field tested at Menominee Tribal School on school children in grades K-8. The books include some classic award-winning books and Native American books. The books were chosen for their use of Standard English. The Menominee Reservation is a focus of the book.

**CONTENTS:** Acknowledgments. CHAPTER 1: Overview. CHAPTER 2: The Oral Tradition and Native American Children. CHAPTER 3: Standard English and Menominee Indian English. CHAPTER 4: Vocabulary Development and Other Language Benefits. CHAPTER 5: Background Knowledge and Comprehension. CHAPTER 6: Read Alouds in the Middle School Special Education Classroom. CHAPTER 7: How to Do a Read Aloud. CHAPTER 8: Tried and True Books to Use as Read Alouds. CHAPTER 9: Recommendations. APPENDIX A: Aspen Institute Study on Native American Youth. APPENDIX B: Menominee Indian Reservation and County Information. APPENDIX C: American Indian Education in Wisconsin. Wisconsin Knowledge and Concepts Examination (WKCE) APPENDIX D: The Nation's Report Card 2007. APPENDIX E: Wisconsin DPI Menominee Indian School District Report Card. References. About the Authors.



## Rethinking Social Studies Critical Pedagogy in Pursuit of Dangerous Citizenship

E. Wayne Ross, University of British Columbia

2017. Paperback 9781681237558 \$45.99. Hardcover 9781681237565 \$85.99. eBook 9781681237572 \$65.

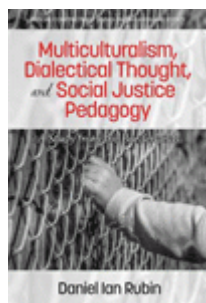
Like the schools in which it is taught, social studies is full of alluring contradictions. It harbors possibilities for inquiry and social criticism, liberation and emancipation. Social studies could be a site that enables young people to analyze and understand social issues in a holistic way - finding and tracing relations and interconnections both present and past in an effort to build meaningful understandings of a problem, its context and history; to envision a future where specific social problems are resolved; and take action to bring that vision in to existence. Social studies could be a place where students learn to speak for themselves in order to achieve, or at least strive toward an equal degree of participation and better future. Social studies could be like this, but it is not.

Rethinking Social Studies examines why social studies has been and continues to be profoundly conversing in nature, the engine room of illusion factories whose primary aim is reproduction of the existing social order, where the ruling ideas exist to be memorized, regurgitated, internalized and lived by. Rethinking social studies as a site where students can develop personally meaningful understandings of the world and recognize they have agency to act on the world, and make change, rests on the premises that social studies should not show life to students, but bringing them to life and that the aim of social studies is getting students to speak for themselves, to understand people make their own history even if they make it in already existing circumstances. These principles are the foundation for a new social studies, one that is not driven by standardized curriculum or examinations, but by the perceived needs, interests, desires of students, communities of shared interest, and ourselves as educators.

Rethinking Social Studies challenges readers to reconsider conventional thought and practices that sustain the status quo in classrooms, schools, and society by critically engaging with questions and issues such as: neutrality in the classroom;

how movement conservatism shapes the social studies curriculum; how corporate-driven education affects schools, teachers, and curriculum; ways in which teachers can creatively disrupt everyday life in the social studies classroom; going beyond language and inclusive content in social justice oriented teaching; making critical pedagogy relevant to everyday life and classroom practice; the invisibility of class in the social studies curriculum and how to make it a central organizing concept; class war, class consciousness and social studies in the age of empire; what are your ideals as a social studies education and how do you keep them and still teach?; and what it means to be a critical social studies educator beyond the classroom.

**CONTENTS:** Foreword, *Peter McLaren*. Acknowledgments. Preface. Permissions. **PART I: REDRAWING THE LINES** CHAPTER 1: Redrawing the Lines: The Case Against Traditional Social Studies Instruction. CHAPTER 2: If Social Studies Is Wrong, I Don't Want to Be Right with Perry Marker. CHAPTER 3: Insurrectionist Pedagogies and the Pursuit of Dangerous Citizenship with Kevin D. Vinson. **PART II: SOCIAL EDUCATION AND CRITICAL KNOWLEDGE FOR EVERYDAY LIFE** CHAPTER 4: Social Studies Requires a Revolution of Everyday Life. CHAPTER 5: Broadening the Circle of Critical Pedagogy. CHAPTER 6: Why Teaching Class Matters with Gregg Queen. CHAPTER 7: Education for Class Consciousness with Rich Gibson. CHAPTER 8: How Do I Keep My Ideals and Still Teach with Rich Gibson, Greg Queen, and Kevin D. Vinson. CHAPTER 9: Teaching for Change: Social Education and Critical Knowledge for Everyday Life. **PART III: BEYOND THE CLASSROOM** CHAPTER 10: Social Studies as Public Pedagogy: Engaging Social Issues in the Media. CHAPTER 11: A Sense of Where You Are. CHAPTER 12: Critical Education and Insurgent Pedagogies: An Interview With E. Wayne Ross. About the Author



## Multiculturalism, Dialectical Thought, and Social Justice Pedagogy

### A Study from the Borderlands

Daniel Ian Rubin, Jacksonville State University

2017. Paperback 9781681238098 \$45.99. Hardcover 9781681238104 \$85.99. eBook 9781681238111 \$65.

This monograph lays out a qualitative, collective case study designed to assess how students in a secondary Latina/Latino Literature class began to think dialectically about issues of social justice. By using various methods of data collection, I ascertained how the students' thoughts and perceptions of Latinas/Latinos in this country changed over the course of the study. I introduced the students to both print and nonprint texts (e.g., news articles, documentary films) which, when presented through Karl Marx's dialectical method, helped them see social justice issues, such as racism, poverty, and subjugation, more clearly and critically.

After analysis, several important themes emerged from the data: stereotyping and invisibility in the media, immigration, the notion of power, racism and discrimination, education, anger and frustration, and questioning. By the end of the Latina/Latino Literature class, all of the students in the study were able to identify particular social justice issues, explain the historical context which framed the current debates (e.g., immigration reform), and articulate their opinions of the issues. Each student participant started to use social justice terminology, which I introduced and used frequently in class (e.g., equity), and these words became a part of the students' everyday vocabularies. Furthermore, by the completion of the class, the student participants began to realize that they had their own individual voices and could help transform societal issues in order to make the United States more equitable for all.

**CONTENTS:** Foreword. **PART I: Contextualizing the Study.** The Need for Dialectical Thought. The State of U.S. Secondary Education in a Time of Neo-Liberalism. Focus of the Study. Creating a Latina/Latino Literature Class. Dialectical Thought. Social Justice. Semantic Conventions. Research Design. Organization of the Book. Notes. The Latina/Latino Literature Curriculum. School Context. Student Participants. Teaching Dialectical Thought. Article Analysis of Marxist Themes. Modeling of Dialectical Thinking. Questioning for Dialectical Understanding. Notes. **PART II: Analyzing Participant Engagement With Dialectical Thought.** Mia. Catina. Marco. Isidora. Alex. **PART III: Further Analyses and Implications.** What Does This All Mean? Stereotyping in the Media. Immigration. Power. Racism and Discrimination. Education. Anger and Frustration. Questioning. Intertextuality. Collective Intertextual Group Analysis. Emerging Theory. Summary. Note. The Larger Picture. Limitations. This Study's Contribution to Current Literature. Where to Go From Here. Personal Reflections. Role of Researcher. Methods of Soundness. Subjectivity. Final Reflection. **PART IV: The Additional Bits.** A: Latina/Latino Literature Pre-Questionnaire. Latina/Latino Literature Post-Questionnaire. B: The Latin Lover Commercial Analysis. C: Latina/Latino Literature: Commercial Analysis. D: Final Culminating Project. References.



## Imagining Education Beyond the Logic Of Global Neoliberal Capitalism

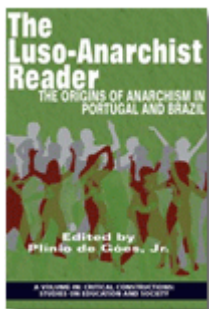
Arturo Rodriguez, Boise State University; Kevin R. Magill, The University of Texas at Austin

2017. Paperback 9781681237466 \$45.99. Hardcover 9781681237473 \$85.99. eBook 9781681237480 \$65.

Given the current social climate this book interrogates capitalism's relationships to and influence on education. More importantly, this book is part of a greater effort to re-humanize society by generating dialogue, encouraging solidarity and providing analyses of power and avenues for agency in supporting a life beyond the logic of the state and its implied structure, global neoliberal capitalism. The authors speak to the conceptual and material manifestations of neoliberalism that order education.

Imagining education is an informed public working against what is understood as self-interest, a reconsideration of a world beyond ideology; popular education aiding social transformation for community, a move away from divisiveness and social struggle. We do not offer easy answers to the problems of global neoliberal capitalism in education, instead the authors in this book offer frameworks for contextualizing neoliberalism, its history, and what education might be on the day after the end of capitalism. This is the rupture of the rationality of global neoliberal capitalism where we examine the potentialities of a world beyond the capitalist organization of consciousness.

**CONTENTS:** Dedication. Acknowledgments. Foreword. Reconciling Critical Pedagogy: Revolution, the Struggle for a New Future, *Peter L. McLaren*. Introduction: The Classroom: An Uncontested Public Space, *Arturo Rodriguez and Kevin Russel Magill*. Beyond a Value Based Education, *Arturo Rodriguez and Kevin Russel Magill*. Neoliberalism and the Contradictions of Freedom: Ideology, Subjectivity, and Critical Pedagogy, *Noah De Lissovoy*. Revolutionary Critical Pedagogy: The Death Knell of Global Neoliberal Capitalism, *Peter L. McLaren*. Turning Neoliberalism on its Head: A Historical and Pedagogical Analysis, *Angelo Letizia*. Women of Color as Revolutionary Force: Structural Violence in the Neoliberal Age, *Lilia D. Monzó*. Decolonization as Utopia and the Potentiality of Ethnic Studies: Beyond Neoliberalism and the Settler State, *Michael Singh*. The Ties that Bind: Neoliberalism, the Citizen and Education, *Arturo Rodriguez and Kevin Russel Magill*. Communist Party Pedagogy, Social Movements, and Right-to-Work, *Curry Malott*. We Have Already Been Post-Capitalist: Notes for a Magical Marxist Pedagogy, *Derek R. Ford*. Capitalist Education: Neoliberal Pedagogies of Debt, *Sheila L. Macrine*. Afterward: The Death of Higher Education as a Democratic Public Sphere, *Henry A. Giroux*. Biographies.



## The Luso-Anarchist Reader The Origins of Anarchism in Portugal and Brazil

Plínio de Góes, University of Massachusetts, Lowell

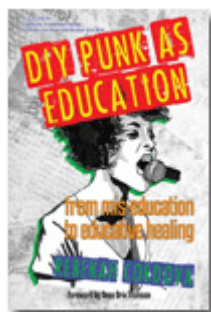
2017. Paperback 9781681237183 \$45.99. Hardcover 9781681237190 \$85.99. eBook 9781681237206 \$65.

No book has ever presented a selection of writings of anarchists from the Portuguese-speaking world to an English-speaking audience. In *The Luso-Anarchist Reader*, writings by feminist radicals such as Maria Lacerda de Moura and anarchist communists such as Neno Vasco are made available in English for the first time. Researchers and activists interested in achieving a more comprehensive understanding of people's movements could certainly stand to benefit from exposure to these texts.

Groups such as the Anarchist Federation of Rio de Janeiro are organizing in both urban and rural Brazil, sometimes working as part of a larger umbrella organization known as Brazilian Anarchist Coordination or CAB coordinating the efforts of various anarchist associations. Anarchists participated in the massive 2013 protests in Brazil, protests that brought together millions of people to speak out against corruption and for a variety of social causes. Anarchists are active in anti-austerity protests in Portugal against the European troika. Given the visibility of anarchism in the Portuguese-speaking world, Brazil in particular, the need to understand the roots of this anarchist tradition is especially salient.

Anarchism in the Portuguese-speaking world during the early twentieth century brought together immigrants, people of African and indigenous descent, and feminists to forge a solidarity-based alliance for change. The young anarchist activists questioning the status quo today stand on ground seeded by the hard work of their predecessors.

**CONTENTS:** Dedication. Introduction to the Reader. Introductory Essay: Renovação: The Origins of Luso-Anarchism, *Plínio de Góes, Jr.* **PART I: FERTILE SOIL FOR THE LIBERTARIAN LEFT: LIMA BARRETO.** Words From an Anarchist "Snob" (1913), *Lima Barreto*. Manuel Capineiro (1915), *Lima Barreto*. The Sower (1921), *Avelino Fóscolo*. Alms (1905), *Avelino Fóscolo*. Syndicalism in Portugal (1931), *Manuel Joaquim de Sousa*. **PART II: THE THEORETICAL STRUCTURE OF LUSO-ANARCHISM.** The Anarchist Conception of Syndicalism (1923), *Neno Vasco*. Povero Vecchio! (1902), *Neno Vasco*. The Parasites (1935), *Neno Vasco*. Love Each Other . . . and Don't Breed (1932): Intelligence has a Gender, *Maria Lacerda de Moura*. Sons of the Poor (1905), *Ângelo Jorge*. God (1905), *Ângelo Jorge*. The Factory (1909), *Ângelo Jorge*. Liberty and Life (1905), *Ângelo Jorge*. Sexual Love (1909), *Ângelo Jorge*. The Inevitability of Anarchy (1905), *Ângelo Jorge*. The Authoritarian Formula (1909), *Ângelo Jorge*. **PART III: THE REPRESSION OF LUSO-ANARCHISM.** Four Years of Exile (1931), *Mário Castelhana*. Letter from Varella (1927), *José Maria Fernandes Varella*. Letter from Varella (1927), *José Maria Fernandes Varella*. Concluding Remarks: A Living Tradition.



## DIY Punk as Education From Mis-education to Educative Healing

Rebekah Cordova, University of Florida

2016. Paperback 9781681235752 \$45.99. Hardcover 9781681235769 \$85.99. eBook 9781681235776 \$65.

Punk music and community have been a piece of United States culture since the early 1970s. Although varied scholarship on Punk exists in a variety of disciplines, the educative aspect of Punk engagement, specifically the Do-It-Yourself (DIY) ethos, has yet to be fully explored by the Education discipline. This study attempts to elucidate the experiences of adults who describe their engagement with Punk as educative.

To better know this experience, is to also better understand the ways in which Punk engagement impacts learner selfconcept and learning development. Phenomenological in-depth interviewing of six adult participants located in Los Angeles, California and Gainesville, Florida informs the creation of narrative data, once interpreted, reveals education journeys that contain mis-educative experiences, educative experiences, and ultimately educative healing experiences.

Using Public Pedagogy, Social Learning Theory, and Self-Directed Learning Development as foundational constructs, this work aims to contribute to scholarship that brings learning contexts in from the margins of education rhetoric and into the center of analysis by better understanding and uncovering the essence of the learning experience outside of school. Additionally, it broadens the understanding of Punk engagement in an attempt to have an increased nuanced perspective of the independent learning that may be perceived as more educative than any formal attempt within our school systems.

**CONTENTS:** Foreword, Anna Brix Thomsen. Inspiration. CHAPTER I: Introduction. CHAPTER II: Punk as Education. CHAPTER III: Punk Learner Narrative Profiles. CHAPTER IV: Punk and Education Horizons. CHAPTER V: Discussion and Conclusion. CONCLUSION: A Desire Path. References.



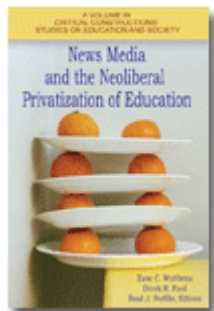
## Charter School Report Card

Shawgi Tell

2016. Paperback 9781681232959 \$45.99. Hardcover 9781681232966 \$85.99. eBook 9781681232973 \$65.

What is a charter school? Where do they come from? Who promotes them, and why? What are they supposed to do? Are they the silver bullet to the ills plaguing the American public education system? This book provides a comprehensive and accessible overview and analysis of charter schools and their many dimensions. It shows that charter schools as a whole lower the quality of education through the privatization and marketization of education. The final chapter provides readers with a way toward rethinking and remaking education in a way that is consistent with modern requirements. Society and its members need a fully funded high quality public education system open to all and controlled by a public authority.

**CONTENTS:** Introduction, *Shawgi Tell*. Information Versus Disinformation, *Shawgi Tell*. Charter School Definitions, Facts, Figures, and Trends, *Shawgi Tell*. Political, Economic, and Historical Context of Charter Schools, *Shawgi Tell*. Origin and Evolution of the Charter School Concept, *Shawgi Tell*. Examining the Failure of a Prominent New York State Charter School: 1999–2010, *Richard Ognibene*. The Way Forward, *Shawgi Tell*. References. About the Author.



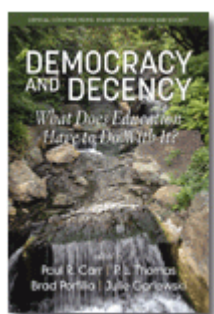
## News Media and the Neoliberal Privatization of Education

Zane C. Wubbena, Texas State University; Derek R. Ford, DePauw University; Brad J. Porfilio, Seattle University

2016. Paperback 9781681233994 \$45.99. Hardcover 9781681234007 \$85.99. eBook 9781681234014 \$65.

This edited volume contributes to a burgeoning field of critical scholarship on the news media and education. This scholarship is based on an understanding that the news media has increasingly applied a neoliberal template that mediates knowledge and action about education. This book calls into question what the public knows about education, how the public is informed, and whose interests are represented and ultimately served through the production and distribution of information by the news media about education. The chapters comprising this volume serve to enlighten and call to action parents, students, educators, academics and scholars, activists, and policymakers for social, political, and economic transformation. Moreover, as the neoliberal agenda in North America intensifies, the chapters in this book help to deepen our understanding of the logics and processes of the neoliberal privatization of education and the accompanying social discourses that facilitate the reduction of social relations to a transaction in the marketplace. The chapters examine the news media and the reproduction of neoliberal educational reforms (A Nation at Risk, Teach For America, charter schools, think tanks, and PISA) and resistance to neoliberal educational reforms (online activism and radical Black press) while also broadening our conceptual understanding of the marketization and mediatization of educational discourses. Overall, the book provides an in-depth understanding of the neoliberal privatization of education by extending critical examinations to this underrepresented field of cultural production: the news media coverage of education. The contribution of this edited volume, therefore, helps to build an understanding of the contemporary dynamics of capital accumulation to inform public resistance for social transformation.

**CONTENTS:** Preface, Introduction: News Media, (Re-)Presentational Epistemology, and the School as a Built Environment Within the Neoliberal Context, *Zane C. Wubbena and Brad Porfilio*. How the Networks Cover Education: Schools Are Not the Media's Pet, *Michael J. Robinson*. The Mediatization of Educational Policies in Chile: The Role of the Media in a Neoliberal Education Field, *Cristian Cabalin*. A Twenty-First Century Education: The Marketization and Mediatization of School Reform Discourses, *Rebecca A. Goldstein and Nataly Z. Chesky*. The News Media and the Heritage Foundation: Promoting Education Advocacy at the Expense of Authority, *Eric Haas*. Testing, Testing, Read All About It: Canadian Press Coverage of the PISA Results, *Michelle Stack*. Neoliberal Education Reform's Mouthpiece: Education Week's Discourse on Teach for America, *Michelle Gautreaux*. News Framing and Charter School Reform, *Abe Feuerstein*. The Media Got it Wrong! A Critical Discourse Analysis of Changes to the Educational Policymaking Arena, *Peter Piazza*. Lessons From the "Pen Alongside the Sword": School Reform Through the Lens of Radical Black Press, *Kuram Hussain and Mark Stern*. Oppositional Politics and the Internet: A Critical/Reconstructive Approach, *Richard Kahn and Douglas Kellner*. About the Authors.



## Democracy and Decency What Does Education Have to Do With It?

Paul R. Carr, Université du Québec en Outaouais; P. L. Thomas, Furman University; Brad J. Porfilio, Seattle University; Julie A. Gorlewski, SUNY New Paltz

2016. Paperback 9781681233246 \$45.99. Hardcover 9781681233253 \$85.99. eBook 9781681233260 \$65.

Democracy can mean a range of concepts, covering everything from freedoms, rights, elections, governments, processes, philosophies and a panoply of abstract and concrete notions that can be mediated by power, positionality, culture, time and space. Democracy can also be translated into brute force, hegemony, docility, compliance and conformity, as in wars will be decided on the basis of the needs of elites, or major decisions about spending finite resources will be the domain of the

few over the masses, or people will be divided along the lines of race, ethnicity, class, religion, etc. because it is advantageous for maintaining exploitative political systems in place to do so. Often, these frameworks are developed and reified based on the notion that elections give the right to societies, or segments of societies, to install regimes, institutions and operating systems that are then supposedly legitimated and rendered infinitely just because formal power resides in the hands of those dominating forces.

This book is interested in advancing a critical analysis of the hegemonic paradigm described above, one that seeks higher levels of political literacy and consciousness, and one that makes the connection with education. What does education have to do with democracy? How does education shape, influence, impinge on, impact, negate, facilitate and/or change the context, contours and realities of democracy? How can we teach for and about democracy to alter and transform the essence of what democracy is, and, importantly, what it should be?

This book advances the notion of decency in relation to democracy, and is underpinned by an analysis of meaningful, critically-engaged education. Is it enough to be kind, nice, generous and hopeful when we can also see signs of rampant, entrenched and debilitating racism, sexism, poverty, violence, injustice, war and other social inequalities? If democracy is intended to be a legitimating force for good, how does education inform democracy? What types of knowledge, experience, analysis and being are helpful to bring about newer, more meaningful and socially just forms of democracy?

Throughout some twenty chapters from a range of international scholars, this book includes three sections: Constructing Meanings for Democracy and Decency; Justice for All as Praxis; and Social Justice in Action for Democracy, Decency, and Diversity: International Perspectives. The underlying thread that is interwoven through the texts is a critical reappraisal of normative, hegemonic interpretations of how power is infused into the educational realm, and, importantly, how democracy can be re-situated and re-formulated so as to more meaningfully engage society and education.

**CONTENTS:** Acknowledgments. Introduction: Where There Is Democracy, Should There Be Decency? Framing the Context, Notion, and Potential for a More “Decent” Democracy, *Paul R. Carr, Paul L. Thomas, Julie Gorlewski and Brad J. Porfilio*. **SECTION I: CONSTRUCTING MEANINGS FOR DEMOCRACY AND DECENCY.** What Is Decency Within the Context of Democracy and Education? *Katie Zahedi*. Democracy, Education, and a Politics of Indignation, *Dalene M. Swanson*. Social Justice: Seeking Democracy That Eschews Oppression in Any Form, *Sheron Fraser-Burgess*. Social Justice Requirements for Democracy and Education, *Carlos Riádigos Mosquera*. The Ascendance of Democracy: David Purpel’s Prophetic Pedagogical Path to Democracy, *Richard Hartsell and Susan B. Harden*. Writing and Restoring Democracy: Empathy, Critique, and the Neoliberal Monoculture, *Chris Gilbert*. What Are Icelandic Teachers’ Attitudes Toward Democracy in Education? *Ingimar Ólafsson Waage, Kristján Kristjánsson, and Amalía Björnsdóttir*. Ripples of Change: Redefining Democracy and Fostering Resistance in the Classroom, *Emily A. Daniels*. **SECTION II JUSTICE FOR ALL AS PRAXIS.** Education, Democracy, and Decency: Which Curriculum Ideology Best Addresses a Child’s Education for Democracy?, *Richard H. Rogers*. “Whose Democracy Is This, Anyway?” Teaching Socially Responsible Literacies for Democracy, Decency, and Mindfulness, *R. Joseph Rodriguez*. Unschooling for Citizen Creation, *Kristan Morrison*. Democracy and Decency Supporting Science Teaching, *Michael Svec*. Educating To Act Decently: Can Human Rights Education Foster Socially Just Democracy? *Stefanie Rinaldi*. **SECTION III SOCIAL JUSTICE IN ACTION FOR DEMOCRACY, DECENCY, AND DIVERSITY: INTERNATIONAL PERSPECTIVES.** Responsible Citizens and Critical Skills in Scotland’s Curriculum for Excellence: The Contribution of Classical Rhetoric to Democratic Deliberation, *Arlene Holmes-Henderson*. The Isolated Irish and Education for Democracy: Acknowledging Our Responsibility to Ourselves in Social Sciences Education, *Aoife B. Prendergast*. Beyond the School Of Greece and Into Baltimore: Education in Undemocratic Democracies, *Pamela J. Hickey and Tim W. Watson*. Case Study: A Suburban High School’s Courageous Conversations of Democracy and Diversity, *Jacquelyn Benchik-Osborne*. Pedagogies of Democracy and Decency in a Religiously Diverse Society, *Rawia Hayik*. Mobilizing Citizenship Education in the Arab World: Toward a Pedagogy for Democracy, *Wisam Kh. Abdul-Jabbar*. About the Contributors.



## Elements of Discussion

David I. Backer, Cleveland State University

2015. Paperback 9781681232805 \$45.99. Hardcover 9781681232812 \$85.99. eBook 9781681232829 \$65.

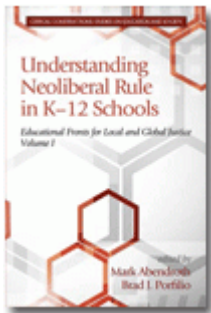
Discussion is distorting today. Within schools, social movements, and firms, there has been an increasing tendency for teachers and facilitators to announce that there will be a discussion while the interaction which follows this announcement is not a discussion, but something else—likely a recitation and lecture. This distortion of discussion promises democracy,



equality, and participation during a meeting or class, but delivers inequality, prohibition, and dominance.

Now is the time to begin changing these practices which ultimately create and support a neoliberal society that promises democracy but practices oligarchy. One way to change this neoliberal social world is by intervening in the distortion of discussion, by facilitating interaction so that discussion's promise of equality and participation is fulfilled rather than negated. *Elements of Discussion* is a resource for this intervention. It is a political, poetic, and practical handbook for facilitating discussion. Discussions happen everywhere, and if society itself is composed of relationships between people then creating more participation and equality during discussions can help create the conditions for social change. *Elements of Discussion* therefore includes practical tips, techniques, and reflective questions through which it firmly and sensitively suggests to readers how to facilitate discussions across contexts. Beginning with the ways chairs and tables are set up, continuing through the kinds of questions a facilitator can ask, and including sample activities facilitators can use, the book expounds a philosophy of facilitating discussion, emphasizing the political and poetic significance of the tactics it recommends.

**CONTENTS:** Preface. Chairs. Tables. How Did You Get To This Discussion? What Discussion Is and Is Not: Recitation. Be Early. "Hi". Here We Are. Check-in. Bodies. Written and Oral Discussion. Online Discussion. Physical Activity. The Living Silence. Questions. Collective Questioning. The First Silence. The Second Silence. Your Eyes. The General Rule of Silences. Notes. Make Your Voice A Mixtape. Freedom. The White Man. Different Kinds of Quiet People. Discussion and Deliberation. Mmmmm. Repair. Be Unsure. Facilitator/Participant. One Person Is A Universe. Openness. Discussion Over Time. A Good Rule. Proper Names. "I Learned A Lot From What You Said". Food. Equality. Language. Talking Sticks and Bells. Turn vs. Comment. The Average Game. Counting. Making Decisions. Discussion as Democracy. What Discussion Is and Is Not: Dialogue. What Discussion Is and Is Not: Socratic. What Discussion Is and Is Not: Conversation. "Sharing Ideas". Be Aware of the Time. Get Exuberant Once or Twice. Pause. Knowing the Stakes. Therapy. When Things Boil. Sexism. Facilitator Power. English. Discipline. Other Theories. Fairy Tale Tennis Ball. Remembering Game. Emotional Social Contract. Tangents. Comment Game. Debrief. Discussing Discussion. Reading List. Author Bio.



## Understanding Neoliberal Rule in K-12 Schools Educational Fronts for Local and Global Justice

Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, Seattle University

2015. Paperback 978-1-68123-122-8 \$45.99. Hardcover 978-1-68123-123-5 \$85.99. eBook 978-1-68123-124-2 \$65.

The word fundamentalism usually conjures up images of religions and their most zealous followers. Much less often the word appears in connection with political economy. The phrase "free market" gives the connotation that capitalism is freedom. Neoliberalism is the rise of global free-market fundamentalism. It reaches into nearly every aspect of our daily lives as it seeks to dominate and eliminate the last vestiges of public domains through wanton privatization and deregulation. It degrades all that is public. The good news is that a global community of resistance continues to struggle against neoliberal oppression. Formal and informal education entities contribute to these struggles, offering visions and strategies for creating a better future.

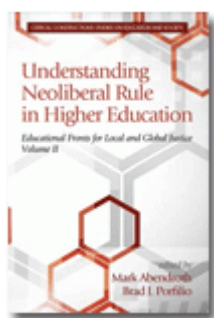
The purpose of this volume is twofold. Several contributors will highlight how the neoliberal agenda is impacting educational policy formation, teaching and learning, and relationships between K-12 schools and communities. Other contributors will highlight how the global community has gradually become conscious of the ideological doctrine and how it is responsible for human suffering and misery.

The volume is needed because the growing body of educational research linked to exploring the impact of neoliberalism on schools and society fails to provide conceptual or historical understanding of this ideology. It is also an important scholarly intervention because it provides insights as to why educators, scholars, and other global citizens have challenged the intrusion of market forces over life inside K-12 schools.

Teacher educators, schoolteachers, and anyone who yearns to understand what is behind the debilitating trend of commercial forces subverting humanizing educational projects would benefit from this volume. Activists, educators, youth, and scholars who seek strategies and visions for building democratic schools and a society would consider this volume essential reading.

**CONTENTS:** Introduction, *Mark Abendroth and Brad J. Porfilio*. **Section I: Demystifying Neoliberalism's Effects on K-12 Education.** Saved by the Bell?: Stigma and Salvation in the Inscription of Neoliberal Subjectivities, *Melissa K.*

Smythe. The Role of Big Data and “Personalized Learning” in the Privatization of Public Education, *Heather Roberts-Mahoney and Mark Garrison*. Neoliberalism and Contemporary Reform Efforts in Mississippi’s Public Education System, *Kamden K. Strunk, Leslie A. Locke, and Melandie K. McGee*. An Ironic Alliance: A Case Study Approach to the Conflict Between Charity and Solidarity in an Urban Public School, *Amy Brown*. Neoliberalism, Global Cities, and a Public-Private Partnership: An Educational Response to Neoliberal Urbanism, *Howard Menard*. From Standardized Testing to the War on Libya: The Privatization of U.S. Education in International Context, *Derek R. Ford*. Idiots!: Why Critical Educational Theory Isn’t Critical Enough, *David Gabbard*. **Section II: Harm to Communities and Schools.** Education, Crime Control, and Coherence in the Neoliberal State, *Jeremy Benson*. The Testing Industrial Complex: Incarcerating Education Since 2001, *Mari Ann Roberts*. STEM (Science, Technology, Engineering, and Mathematics) Education is Not Only an Integrated Curriculum: STEM as Part of an Integrated Neoliberal Agenda, *Heidi J. Stevenson*. The Neoliberal Agenda for Public Education: A Eulogy, *John M. Elmore and Dana M. Simone*. **Section III: Communities and Schools in Resistance.** From Occupy to Equity: Enacting School Reform That Subverts the Neoliberal Agenda, *Alan Tinkler*. Allies Against Common Corp: An Invitation to Stand Together, *Casie Fedukovich*. The Socially Just School Speaks Back to Neoliberalism, *John Smyth, Barry Down, and Peter McInerney*. Teacher Unionism Reborn, *Lois Weiner*. Theorizing in the Belly of the Beast: Resisting the School-to-Sweatshop Pipeline, *Caitlin Cahill, David Alberto Quijada Cerecer and Leticia Alvarez Gutiérrez*. Whiteness, Nationalism, and Neoliberalism: What Pat Buchanan and the Right Can Teach Us About Resisting Neoliberalism in Schools, *Zachary Casey*. Disentangling Higher Order Thinking from Neoliberalism and Moving Toward a Democratic Vision of Schooling, *Stephen Vassallo and Marlon Cirker*. Epistemology and Apostasy: The Role of Education in Times of Neoliberal Hegemony, *John A. Cassell and Thomas Nelson*. Resistance at the Roots: Indigenizing Mainstream Education to End Neoliberal Violence, *Four Arrows (Wahinkpe Topa) aka Don Trent Jacobs*. About the Editors. About the Contributors.



## Understanding Neoliberal Rule in Higher Education Educational Fronts for Local and Global Justice

Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, Seattle University

2015. Paperback 978-1-68123-125-9 \$45.99. Hardcover 978-1-68123-126-6 \$85.99. eBook 978-1-68123-127-3 \$65.

The word fundamentalism usually conjures up images of religions and their most zealous followers. Much less often the word appears in connection with political economy. The phrase “free market” gives the connotation that capitalism is freedom. Neoliberalism is the rise of global free-market fundamentalism. It reaches into nearly every aspect of our daily lives as it seeks to dominate and eliminate the last vestiges of public domains through wanton privatization and deregulation. It degrades all that is public. The good news is that a global community of resistance continues to struggle against neoliberal oppression. Formal and informal education entities contribute to these struggles, offering visions and strategies for creating a better future.

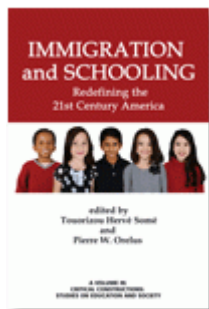
The purpose of this volume is twofold. Several contributors will highlight how the neoliberal agenda is impacting educational policy formation, teaching and learning, and relationships between institutions of higher education and communities. Other contributors will highlight how the global community has gradually become conscious of the ideological doctrine and how it is responsible for human suffering and misery.

The volume is needed because the growing body of educational research linked to exploring the impact of neoliberalism on education and society fails to provide conceptual or historical understanding of this ideology. It is also an important scholarly intervention because it provides insights as to why educators, scholars, and other global citizens have challenged the intrusion of market forces over life inside universities and colleges.

Teaching faculty, research faculty, and anyone who yearns to understand what is behind the debilitating trend of commercial forces subverting humanizing educational projects would benefit from this volume. Activists, educators, youth, and scholars who seek strategies and visions for building democratic higher education and a more democratic society would consider this volume essential reading.

**CONTENTS:** Introduction, *Mark Abendroth and Brad J. Porfilio*. **Section I: Demystifying Neoliberalism’s Effects on Higher Education.** The Consumed University: Neoliberalism in Academia, *Antonio Redfern Pucci*. A Culture of Cheating at the University? *Warren J. Blumenfeld*. Under the Shadow of the Neoliberal University: The Challenge of Matching Enthusiasm for Internationalization Programs With Commitment to Student Diversity on College Campuses, *Ramin Farahmandpur, Michael J. Smith, and Akiko Ota*. **Section II: General Education Issues in Neoliberal Times.** The Politics of Access in the Neo-Liberal Age, *Richard Wells and Dianne Ramdeholl*. Visible Scars, Hidden Costs: Reaping What

the Neoliberal Agenda Sows in Our Local Communities, *Mark Davies*. Money, Markets, and Capitalism: How Neoliberalism Leads to Exclusion, Economic Inequality, Instability, and Illness, *Nicholas D. Hartlep*. **Section III: Teacher Education in Neoliberal Times.** Teacher Preparation for Public Education, *Lanney Mayer*. Neoliberal Assessments and the Rise of the Educator Preparation Program Enterprise, *Lisa Zagumny, Julie Baker, and Tessa Bishop*. Education Against the Neoliberal Social Imaginary: Toward a Pedagogy of Democratization, *Patrick M. Jenlink*. Deterritorializing Neoliberal Thought and Practice in the Classroom, *Kathryn J. Strom and Adrian D. Martin*. Academic Disobedience: Engaging Michael Apple's Nine Tasks of the Critical Scholar in an Age of Standardization, *Arlo Kempf and Ruth Powers Silverberg*. **Section IV: Higher Education in Higher Resistance.** The Pervasive Influence of Neoliberal Ideology on U.S. Community Colleges and a Freirean View on "Reclaiming the American Dream", *Ana L. Cruz and Joachim Dorsch*. Feral Literature: Anti-Capitalism's Final Frontier? *Virginia Konchan*. Neoliberalism, Immiseration Capitalism, and the Historical Urgency of a Socialist Education, *Curry Malott, Dave Hill, and Grant Banfield*. Recognize, Resist, and Reconstitute: An EcoJustice Response to Neoliberalism, *John Lupinacci and Alison Happel*. Education for Democracy and the Specter of Neoliberalism Jamming the Classroom, *Paul R. Carr and Gary W. J. Pluim*. About the Editors. About the Contributors.



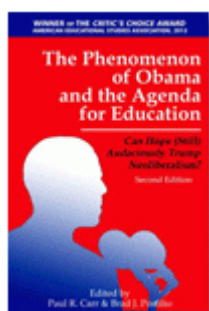
## Immigration and Schooling Redefining the 21st Century America

Touorizou Hervé Somé, Ripon College; Pierre W. Orelus, New Mexico State University

2015. Paperback 9781623968922 \$45.99. Hardcover 9781623968939 \$85.99. eBook 9781623968946 \$65.

At the time of Obama's draconian anti-immigrant policies leading to massive deportation of undocumented, poor immigrants of color, there could not be a more timely and important book than this edited volume, which critically examines ways in which immigration, race, class, language, and gender issues intersect and impact the life of many immigrants, including immigrant students. This book documents the journey, many success-stories, as well as stories that expose social inequity in schools and U.S. society. Further, this book examines issues of social inequity and resource gaps shaping the relations between affluent and poor-working class students, including students of color. Authors in this volume also critically unpack anti-immigrant policies leading to the separation of families and children. Equally important, contributors to this book unveil ways and degree to which xenophobia and linguisticism have affected immigrants, including immigrant students and faculty of color, in both subtle and overt ways, and the manner in which many have resisted these forms of oppression and affirmed their humanity. Lastly, chapters in this much-needed and well-timed volume have pointed out the way racism has limited life chances of people of color, including students of color, preventing many of them from fulfilling their potential succeeding in schools and society at large.

**CONTENTS:** Preface. Introduction. **Part I: Immigrants, Education, and Xenophobia.** In Search of a Place Called Home: The linguistic, Cultural, and Socioeconomic Dislocations of Immigrants and Transnationals of Color, *Pierre Orelus*. Education of Immigrants' Children: A Review of Two Decades of Empirical Research in the United States, 1965–2001, *Yan Z. Ciupak*. Mainstreaming New Immigrant Students: The Struggles of an African 5th Grader, *Esther Somé-Guiébré*. Conceptualizing Smartness: Using Social and Cultural Capital to Explain Academic Achievement Among a Group of African Immigrant Girls, *Betty Okwako*. **Part II: Language, Minority Students, and Academic Achievement.** Challenging a Troubling Miseducation: Arab-American Marginalization in American Schools and Universities, *Muana Shami*. Best Approaches to Literacy Instruction to English Language Learners: Cultural Conflicts and Compromises, *Guofang Li*. Why are the Spanish Speakers in the Back of the Room in a Dual Immersion Setting? *Marisol Ruiz*. Teaching in the Face of Race: An Autoethnological Theoretical Reflection, *Barrel Gueye and Cathie Lalonde*. About the Authors.



## The Phenomenon of Obama and the Agenda for Education - 2nd Edition Can Hope (Still) Audaciously Trump Neoliberalism?

Paul R. Carr, Université du Québec en Outaouais; Brad J. Porfilio, Seattle University

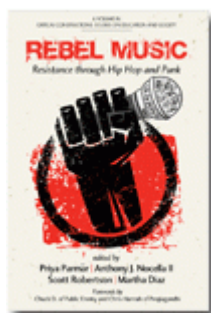
2015. Paperback 9781623968328 \$45.99. Hardcover 9781623968335 \$85.99. eBook 9781623968342 \$65.

Anyone who is touched by public education – teachers, administrators, teacher-educators, students, parents, politicians,

pundits, and citizens – ought to read this book, a revamped and updated second edition. It will speak to educators, policymakers and citizens who are concerned about the future of education and its relation to a robust, participatory democracy. The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex, multilayered factors that shape, and are shaped by, education institutions today. The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good. Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in United States, and beyond – a dialogue that must seek the kind of change that represents hope for all students.

As for the question contained in the title of the book – *The Phenomenon of Obama and the Agenda for Education: Can Hope (Still) Audaciously Trump Neoliberalism? (Second Edition)* –, Carr and Porfilio develop a framework that integrates the work of the contributors, including Christine Sleeter and Dennis Carlson, who wrote the original forward and afterword respectively, and the updated ones written by Paul Street, Peter McLaren and Dennis Carlson, which problematize how the Obama administration has presented an extremely constrained, conservative notion of change in and through education. The rhetoric has not been matched by meaningful, tangible, transformative proposals, policies and programs aimed at transformative change, and now fully into a second mandate this second edition of the book is able to more substantively provide a vigorous critique of the contemporary educational and political landscape. There are many reasons for this, and, according to the contributors to this book, it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been hoping for. Addressing systemic inequities embedded within neoliberalism, Carr and Porfilio argue, is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency.

**CONTENTS:** Acknowledgments. Foreword: Barack Obama’s Neoliberal War on Public and Democratic Education (2014, for the second edition), *Paul Street*. Foreword: Challenging the Empire’s Agenda for Education (2011, for the first edition), *Christine Sleeter*. Introduction: Audaciously Espousing Hope (well into a second mandate) Within a Torrent of Hegemonic Neoliberalism: The Obama Educational Agenda and the Potential for Change, *Paul R. Carr and Brad J. Porfilio*. **SECTION I: USING HISTORICAL AND THEORETICAL INSIGHTS TO UNDERSTAND OBAMA’S EDUCATIONAL AGENDA.** Even More of the Same: How Free Market Capitalism Dominates Education, *David Hursh*. “The Hunger Games”: A Fictional Future or a Hegemonic Reality Already Governing Our Lives? *Virginia Lea*. Ignored Under Obama: Word Magic, Crisis Discourse, and Utopian Expectations, *P. L. Thomas*. The Obama Education Marketplace and the Media: Common Sense School Reform for Crisis Management, *Rebecca A. Goldstein, SheilaMacrine, and Nataly Z. Chesky*. **SECTION II: THE PERILS OF NEOLIBERAL SCHOOLING: CRITIQUING CORPORATIZED FORMS OF SCHOOLING AND A SOBER ASSESSMENT OF WHERE OBAMA IS TAKING THE UNITED STATES.** Charter Schools and the Privatization of Public Schools, *Mary Christianakis and Richard Mora*. Undoing Manufactured Consent: Union Organizing of Charter Schools in Predominately Latino/a Communities, *Theresa Montaña and Lynne Aoki*. Dismantling the Commons: Undoing the Promise of Affordable, Quality Education for a Majority of California Youth, *Roberta Ahlquist*. Obama, Escucha! Estamos en la Lucha! Challenging Neoliberalism in Los Angeles Schools, *Theresa Montaña*. From PACT to Pearson: Teacher Performance Assessment and the Corporatization of Teacher Education, *Ann Berlak and Barbara Madeloni*. Value-Added Measures and the Rise of Antipublic Schooling: The Political, Economic, and Ideological Origins of Test-Based Teacher Evaluation, *Mark Garrison*. **SECTION III: ENVISIONING NEW SCHOOLS AND A NEW SOCIAL WORLD: STORIES OF RESISTANCE, HOPE, AND TRANSFORMATION.** The Neoliberal Metrics of the False Proxy and Pseudo Accountability, *Randy L. Hoover*. Empire and Education for Class Consciousness: Class War and Education in the United States, *Rich Gibson and E. Wayne Ross*. Refocusing Community Engagement: A Need for a Different Accountability, *Tina Wagle and Paul Theobald*. If There is Anyone Out There..., Peter McLaren. Afterword: Working the Contradictions: The Obama Administration’s Educational Policy and Democracy to Come (from the 2011 edition), *Dennis Carlson*. Afterword: Barack Obama: The Final Frontier, *Peter McLaren*. Afterword: Reclaiming the Promise of Democratic Public Education in New Times, *Dennis Carlson*. About the Authors. Index.



## Rebel Music Resistance through Hip Hop and Punk

Priya Parmar, Brooklyn College – CUNY; Anthony J. Nocella, Hamline University; Scott Robertson, University of California, Los Angeles; Martha Diaz, New York University

2014. Paperback 9781623969097 \$45.99. Hardcover 9781623969103 \$85.99. eBook 9781623969110 \$65.

Arising from the street corners and underground clubs, *Rebel Music: Resistance through Hip Hop and Punk*, challenges standardized schooling and argues for equity, peace, and justice. *Rebel Music* is an important, one-of-a-kind book that takes readers through fun, radical, educational chapters examining Hip Hop and Punk songs, with each section addressing a particular social issue. *Rebel Music* values the experiences found in both movements as cultural capital that is de-valued

in the current oppressive, standard, test-driven, rule-bound, and corporate schooling experience, making youth “just another brick in the wall.” This collection is a “rebel yell” to administrators, teachers, parents, police, politicians, and counselors who demonize Hip Hop and Punk to listen up and respect youth culture. Finally, Rebel Music is a celebration of radical voices and an organizing tool for those who use music to challenge oppression.

**CONTENTS:** Foreword, *Chuck D. Foreword, Chris Hannah.* Acknowledgements. Introduction, *Priya Parmar, Anthony J. Nocella II, Scott Robertson, and Martha Diaz.* **PART I: OPPRESSION.** “My Life” by The Game & Lil Wayne, *Don C. Sawyer III and Hasan Stephens.* “Petroleum Distillation” by Fifteen, *Zack Furness.* **PART II: MARGINALIZATION.** “Ladies First” by Queen Latifah, *Noelle Chaddock.* “Nailing Descartes to the Wall” by Propagandhi, *Lauren Corman and Sarat Colling.* **PART III: RESISTANCE.** “Fight the Power” by Public Enemy, *David Stovall.* “Hero of War” by Rise Against, *Scott Robertson.* **PART IV: REBELLION.** “Hip Hop is Dead” by Nas, *Michael Benitez Jr.* “Pictures of Women Giving Birth Sell Records” by Oi Polloi, *Comrade Black.* **PART V: REPRESSSION.** “State Run Radio” by Lupe Fiasco, *Andrew J. Ryan.* “Iron Fist” by Goldfinger, *Ed Avery-Natale.* **PART VI: EXPRESSION.** “Fight for Your Right” by Beastie Boys, *Daniel White Hodge.* “Terminal Preppie” by Dead Kennedys, *Kirby Pringle.* **PART VII: RESPECT.** “Dear Mama” by Tupac Shakur, *Marcella Runell-Hall.* “Straight Edge” by Minor Threat, *Ross Haenfler.* **PART VIII: COMMUNITY.** “It Was a Good Day” by Ice Cube, *Emery Petchauer.* “Welcome To Paradise” by Green Day, *Michael Loadenthal.* About the Contributors.



## Teaching Marx The Socialist Challenge

Curry Stephenson Malott, West Chester University of Pennsylvania; John M. Elmore, West Chester University of Pennsylvania; Mike Cole, Bishop Grosseteste University College Lincoln

2013. Paperback 9781623961206 \$45.99. Hardcover 9781623961213 \$85.99. eBook 9781623961220 \$65.

We are in the midst of yet another global crisis in capitalism. In the UK, we have the most right wing and ideologically driven government since Thatcher; a ruthless cabal of millionaires intent on destroying the welfare state. In the US, President Obama, whose initial record did not live up to the expectations of many on the Left, is increasingly driven by right-wing republicanism and other corporate interests. At the same time, there are developments in Latin America, in particular Venezuela, which are heralding the dawn of a new politics, and recovering the voice of Marx, but with a twenty-first century socialist focus, thus giving hope to the lives of millions of working people throughout the world. This is why the world media is intent on discrediting President Hugo Chávez; and insisting that ordinary people have to pay the cost of the crisis in capitalism. The Arab Spring and the Occupy movement also show signs of an anti-capitalist movement in embryo. In Greece, perhaps more than anywhere else in Europe (even France), the austerity-stricken working-classes are pushing for real existing socialism. It is therefore not surprising that the ruling class of Greece is increasingly supporting the neo-Nazi, fascist Golden Dawn party threatening civil war should they lose power as a class. Now is a prescient time to bring twenty-first century socialism to the educational institutions of the world, to teach Marx across the curriculum and across the globe.

Through this volume our goal was to contribute to the literature by concretely demonstrating the practical implications of Marx's theory to curriculum. However, while this book provides concrete examples of how Marx can and has informed a revolutionary critical education, it is not intended to be prescriptive. That is, the chapters should not be read as a how to guide, but they should be taken as inspiration for new, creative approaches to Teaching Marx and interpreting and posing The Socialist Challenge.

**CONTENTS:** Foreword: Curry Stephenson Malott, Mike Cole, and John M. Elmore. Introduction: Rethinking Educational Purpose: The socialist challenge, *Curry Stephenson Malott.* **SECTION I: THE LARGER CONTEXT** Chapter 1: Marx, Marxism and (twenty-first century) socialism, *Mike Cole.* Chapter 2: The Crisis in Marxism: Language, Agency, and the Problem of Marx's Authorial Voice, *Brad Hollingshead.* Chapter 3: Class Consciousness and Teacher Education: The Socialist Challenge and The Historical Context, *Curry Stephenson Malott.* **SECTION II: A MARXIST CHALLENGE TO CAPITALIST SCHOOLING** Chapter 4: Marx, Teacher Education, and the Corporate University, *John M. Elmore.* Chapter 5: Critical Multicultural Social Studies and the Socialist Challenge, *Marc Pruyn and Curry Stephenson Malott.* Chapter 6: “Shut up. He might hear you!” Teaching Marx in Social Studies Education, *E. Wayne Ross and Greg Queen.* Chapter 7: Seeking liberatory possibilities in Science Education, *Andrew Gilbert.* **SECTION III: SOCIAL CLASS AND STUDENT PERSPECTIVE** Chapter 8: “Class” Discussion: social class, communication and the classroom environment, *Carrie Freie.* Chapter 9: Student-Teaching as an Emerging Marxist, *Eric Gerard Anderson.* **SECTION IV: TWENTY FIRST CENTURY SOCIALISM IN PRACTICE** Chapter 10: The Role of Higher Education Within the Socialist Revolution of Latin America, *John M. Elmore.* Chapter 11: Twenty- First- Century Socialism and Education in the Bolivarian Republic of Venezuela: An alternative to the neoliberal model, *Mike Cole.* Afterword: Teaching Marx in the Neoliberal Age, *John M. Elmore.*



## Dangerous Counterstories in The Corporate Academy

### Narrating for understanding, solidarity, resistance, and community in the age of Neoliberalism

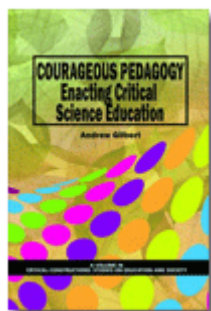
Emily A. Daniels, SUNY Plattsburgh; Brad J. Porfilio, Lewis University in Romeoville, IL

2013. Paperback 9781623961237 \$45.99. Hardcover 9781623961244 \$85.99. eBook 9781623961251 \$65.

Although the social reality is stark for progressive scholars who engage in scholarly activities or are committed to guiding their students to develop a social-just praxis in the circles of higher education, some scholars have found fissures amid the alienating, often hostile academic world to learn, grow, and create transformative communities. Up to this date, however, their stories have not been captured. Therefore, the purpose of this volume is to highlight alternative narratives generated by transformative scholars who have maintained their oppositional identity to the structures that oppress the vast majority of citizens. By bringing together these narratives, we focus on those who have joined with likeminded colleagues to teach, engage in activism, and conduct emancipatory forms of research, learning to negotiate and survive academic and corporate realities in spite of restrictive climates.

Not only are these stories vital for helping students, academics, and the wider community understand how commercialized forces are impacting the professional lives of critical scholars in the academy, they have the power to help current and future critical pedagogues define (and redefine) themselves in a social world which is continually “promoting a narrow and intellectually stifling agenda for the role of education and turning the public against the very idea of a critical education” (McLaren, 2006). As stated by Bruner (1986) stories give “a map of possible roles and possible worlds in which action, thought, and self-definition are possible (or desirable)” (p. 2, cited in Collins & Cooper, 2005). These possibilities for definition and redefinition are what we seek to present, explore and understand.

**CONTENTS:** Introduction. **PART I: STUDENTS AND THE NEOLIBERAL INSTITUTION** Chapter 1- Breaking the bank: Stories of financial, cultural and academic struggle from firstgeneration college students, *Carrie Freie*. Chapter 2- Fear in the academy, *Tina Wagle*. Chapter 3- Dangerous white lady, *Shelley Jensen*. **PART II: SURVIVING THE INSTITUTION: CLASSROOM RESISTANCE(S)** Chapter 4- College Curriculum as Counter Discourse: The California Immigration Semester at Occidental College, *Richard Mora, Mary Christianakis, & Salvador C. Fernández*. Chapter 5- A tale of the Teacher Educator and the Storyteller: Returning Stories to the Social Studies Classroom, *Sarah A. Robert, Heather Killelea McEntarfer, & Karima Amin*. Chapter 6- Our “excellent adventures” with NCATE: Stories of struggle, resistance, and hope, *Leigh O’Brien & Sue Novinger*. Chapter 7- Autoethnography and the Emergent Public: Counterstories from a Community College Classroom, *Jeanne Cameron*. **PART III: IN THE BELLY OF THE BEAST: RADICAL SCHOLARS** Chapter 8- Radical Scholar as Public Intellectual in a Marketplace of Ideas, *Paul L. Thomas*. Chapter 9- The Skunk in the Yogurt Cup: Postformal Academic Blues as Praxis, *Tricia M. Kress*. Chapter 10- The Personal is Political: Feminist Resistance to Neoliberalism in the Academy, *Alison Happel*. Chapter 11- How do I Keep My Ideals and Still Teach? *E. Wayne Ross, Rich Gibson, Greg Queen, & Kevin D. Vinson*. Chapter 12- “Won’t Back Down:” Counter-narratives of Visibility and Vulnerability in a Bleak House, *William M. Reynolds*. Chapter 13- Reflecting on insider/outsider critiques of teacher education, or ‘don’t talk about my momma’, *Jason Michael Lukasik & Brian D. Schultz*.



## Courageous Pedagogy

### Enacting Critical Science Education

Andrew Gilbert, Royal Melbourne Institute of Technology

2013. Paperback 9781623960674 \$45.99. Hardcover 9781623960681 \$85.99. eBook 9781623960698 \$65.

There are only a few studies that investigate the actual small-scale classroom processes and approaches that allow for students to participate in “doing” critical science and none that compare CSE to traditional classroom contexts. In a critical science classroom student’ thoughts, beliefs, and questions serve as the starting point for scientific investigation where an underlying goal is for students to students to utilize this scientific knowledge to empower their own lives. One must ask, “What would this process look like? What would happen to the students?” Pruyun (1999) argued that the difficult nature of this type of research has limited the number of studies that investigate small-scale critical classroom approaches. These classroom interactions and approaches will provide valuable insights into the difficult processes that must exist for

students to begin to develop transformative notions of the world.

**CONTENTS:** Introduction. 1. The Politics of Science and the Science Education Standards. 2. Contextual Issues Surrounding Science Education. 3. Mr. Smith's Pedagogy—Schooling as Compliance. 4. Mr. Hill's Pedagogy—Enacting Critical Science Education. 5. Pedagogical choices shaped by beliefs about students—Mr. Smith. 6. Pedagogical choices shaped by beliefs about students—Mr. Hill. 7. Classroom discourse and its associated impact on student identity. 8. Resistance is not futile. 9. Using Transformative Moments to Construct Critical Science Stances. 10. Concluding Thoughts. Postscript. References.



## Challenging Status Quo Retrenchment New Directions in Critical Research

Tricia M. Kress, The University of Massachusetts Boston; Curry Stephenson Malott, West Chester University of Pennsylvania; Brad J. Porfilio, Lewis University in Romeoville, IL

2013. Paperback 9781623960490 \$45.99. Hardcover 9781623960506 \$85.99. eBook 9781623960513 \$65.

This year (2012) marks ten years of No Child Left Behind and the U.S. federal government's official designation of what qualifies as "scientifically based research" (SBR) in education. Combined, these two policies have resulted in a narrowing of education via standardization and high stakes testing (Au, 2007) as well as the curtailment of forms of inquiry that are deemed legitimate for examining education (Wright, 2006). While there has been much debate about the benefits and limitations of the NCLB legislation (e.g., Au, 2010) and SBR (e.g., Eisenhart & Towne, 2003), critical researchers have held strong to their position: The reductionistic narrowing of education curricula and educational research cannot solve the present and historical inequities in society and education (Shields, 2012). Contrarily, reductionism (via standardization and/or methodological prescription) exacerbates the challenges we face because it effectively erases the epistemological, ontological, and axiological diversity necessary for disrupting hegemonic social structures that lie at the root of human suffering (Kincheloe, 2004). Not only has NCLB proven incapable of overcoming inequalities, but there seems to be sufficient evidence to suggest it was never really intended to eliminate poverty and human suffering. That is, it seems NCLB, despite its lofty title and public discourse, is actually designed to advance the agenda of handing public education over to for-profit corporations to manage and privatize thereby intensifying the capitalist class' war on those who rely on a wage to survive (Malott, 2010). In the present ethos, reductionism upholds and retrenches the status quo (i.e. the basic structures of power), and it puts at risk education and educational research as means of working toward social justice (Biesta, 2007). Because social justice can be interpreted in multiple ways, we might note that we understand critical social justice as oriented toward action and social change. Thus, critical education and research may have potential to contribute to a number of social justice imperatives, such as: redistributing land from the neo-colonizing settler-state to Indigenous peoples, halting exploitative labor relations and hazardous working conditions for wage-earners, and engaging in reparations with formerly enslaved communities.

**CONTENTS:** Introduction: Seizing the "Moment": Critical Researchers Challenging Status Quo Retrenchment, *Tricia M. Kress, Curry Malott, and Brad Porfilio*. **PART I: (RE)THEORIZING EPISTEMOLOGY, AUTHORITY, ETHICS, AND PURPOSE IN CRITICAL RESEARCH.** Uncollapsing Ethics: Racialized Sciencism, Settler Coloniality, and an Ethical Framework of Decolonial Participatory Action Research, *Eve Tuck and Monique Guishard*. Challenging Epistemological Authority in Qualitative Research: An Emancipatory Approach, *Noah De Lissovoy, Emmet Campos, and Jeannette Alarcon*. On Considering Quantitative Research, *Faith Agostinone-Wilson*. Song of Myself: Honoring the Individual as Critical Scholarship, *P. L. Thomas*. Letters as Windows Into a Life of Praxis: Using the Epistolary Genre to Explore the Tensions Between the Private Self and Public Action, *Robert Lake*. **PART II: CRITICAL RESEARCH WITH/IN EDUCATIONAL SETTINGS AND COMMUNITIES.** Flexible, Reciprocal, and On-Site Research: Developing Praxis That Productively Challenges All Participants in a U.S. Urban School Community, *Patricia Paugh, Jorgeline Abbate-Vaughn, and Geoff Rose*. Multivoiced Research With Children: Exploring Methodological Issues in Children's Documentation of School Projects, *Christina Siry and Carola Mick*. "Talk to Students About What's Really Going On": Researching the Experiences of Marginalized Youth, *Carl E. James and Leanne Taylor*. The Politics of Nativism in U.S. Public Education: Critical Race Theory and Burundian Children With Refugee Status, *Nick Mariner, Allison Anders and Jessica Lester*. Video of the Oppressed: Insights Into Local Knowledge, Perspectives, and Interests With Youth, *Donna DeGennaro and Rick Duque*. Qualitative Research for Antiracism: A Feminist Approach Informed by Marxism, *Sarah Bell and Mike Cole*. About the Contributors.



## Can Educators Make a Difference? Experimenting with, and Experiencing, Democracy in Education

Paul R. Carr, Université du Québec en Outaouais; David Zyngier, Monash University; Marc Pruyn, Monash University

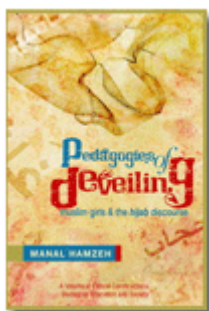
2012. Paperback 978-1-61735-813-5 \$45.99. Hardcover 978-1-61735-814-2 \$85.99. eBook 978-1-61735-815-9 \$65.

As the title of this book suggests, how we understand, perceive and experience democracy may have a significant effect on how we actually engage in, and with, democracy. Within the educational context, this is a key concern, and forms the basis of the research presented in this volume within a critical, comparative analysis. The Global Doing Democracy Research Project (GDDRP), which currently has some 70 scholars in over 20 countries examining how educators do democracy, provides the framework in which diverse scholars explore a host of concerns related to democracy and democratic education, including the impact of neoliberalism, political literacy, critical engagement, teaching and learning for and about democracy, social justice, and the meaning of power/power relations within the educational context.

Ultimately, the contributors of this book collectively ask: can there be democracy without a critically engaged education, and, importantly, what role do educators play in this context and process? Why many educators in diverse contexts believe that they are unable, dissuaded and/or prevented from doing thick democratic education is problematized in this book but the authors also seek to illustrate that, despite the challenges, barriers and concerns about doing democracy in education, something can, and should, be done to develop, cultivate and ingratiate schools and society with more meaningful democratic practices and processes.

This book breaks new ground by using a similar empirical methodology within a number of international contexts to gage the democratic sentiments and actions of educators, which raises a host of questions about epistemology, teacher education, policy development, pedagogy, institutional cultures, conscientization, and the potential for transformational change in education.

**CONTENTS:** Acknowledgements. Foreword: Reflections on the Global Doing Democracy Research Project, *Daniel Schugurensky*. Introducing the Global Doing Democracy Research Project: Seeking to Understand the Perspectives, Experiences and Perceptions of Teachers in Relation to Democracy in Education, *David Zyngier and Paul R. Carr*. Democracy, Critical Pedagogy and the Education of Educators, *Paul R. Carr*. Re-Discovering Democracy: Putting Action (Back) into Active Citizenship and Praxis (Back) into Practice, *David Zyngier*. Can We Teach Deep Democracy: And Can It Make a Difference? *Carolyn M. Shields*. Getting Beyond Flat-Out Bored: The Challenges and Possibilities of Creating a Democratic Space for Social Justice Education in Publically Funded Schools, *Michael O'Sullivan*. Preservice Teachers' Conceptions of Democratic Essence: Interpretations of Democratic Principles, and Their Connections to Social Justice, Economic Class, and Spirituality/Religion in the United States, *Thomas A. Lucey*. What Kind of Citizenship for What Kind of Democracy? Are We Spectators of Everyday Events or Protagonists in History? *Adriana Murriello, Andrea Ledwith, and Cecilia Naddeo*. Teacher Education and Democracy: Preparing Teachers in Metropolitan Buenos Aires, *María Delia Traverso*. Education for Democracy in Peruvian Society, *Felix Reátegui and Susana Frisancho*. Doing Democracy in Education: Perspectives of Malaysian Principals, *Sazali Yusoff*. "Critical Multicultural Social Studies" for "Deep Democracy": Theory and Practice, *Marc Pruyn*. About the Contributors.



## Pedagogies of Deveiling Muslim Girls and the Hijab Discourse

Manal Hamzeh, New Mexico State University

2012. Paperback 978-1-61735-722-0 \$45.99. Hardcover 978-1-61735-723-7 \$85.99. eBook 978-1-61735-724-4 \$65.

Manal Hamzeh's book, *Pedagogies of deveiling: muslim girls & the hijab discourse*, presents an exploration of a gendering discourse, the hijab (veil) discourse, and how it was negotiated by four girls who self-identified as muslims. *Pedagogies of deveiling* emerged over a period of three years writing up a 14 months long study in which Hamzeh collaborated with four muslim girls in two US southwestern border towns between October 2005 and December 2006. This book stems from the stories of these four muslim girls weaved with Hamzeh's stories and perspectives as arabyyah-muslimah, the main



researcher in the study—an “insider/in-between” educator/researcher who is literate in the cultural/linguistic/historical nuances critical in working with Muslim girls and their communities.

Pedagogies of de veiling offers an alternative approach to research and pedagogy with muslim girls in which the taken-for-granted hijabs in the sacred text and their inscriptions on the bodies of these girls are de veiled, or problematized, rethought, questioned, and countered. As such, what this book offers is first critical to muslim girls themselves because it shatters the phobia and the impossibility of reinterpreting of some canonical Islamic sacred texts in relation to the hijabs and gender.

Finally, in this book, Dr. Manal Hamzeh offers a vision for how the sacred text reinterpreted by critical feminist epistemologies may represent a curriculum that is open to critique and holds potential for change towards justice. With this, Dr. Hamzeh calls upon researchers and educators to open spaces for creativity and collaborate with muslim girls in order to, 1) navigate the multiplicity and fluidity of their subjectivities implicated by intersecting discourses in their lives, and 2) honor their choices while supporting them to negotiate the thought-of as fixed Islamic values that may jeopardize their chances of any learning opportunity. This a call to work with muslim girls as theorizers of possibilities and as the main agents of change in their own lives. This is a call to open with muslim girls opportunities to practice their agency in unpacking and challenging normative discourses in their lives, not exclusive to the hijab discourse This is a call for opening spaces of struggle and uprising and cultivating moments of meaning and shifts of consciousness.

**CONTENTS:** Preface. Acknowledgments. 1. Introduction. 2. De veiling a Gendering Discourse. 3. A De veiling Methodology. 4. De veiling Research Access. 5. De veiling the Hijabs. 6. A Vision of De veiling Pedagogies. Notes. Glossary of Arabic Terms. Appendixes. References. About the Authors. Index.



## Power, Resistance, and Literacy Writing for Social Justice

Julie A. Gorlewski, SUNY New Paltz

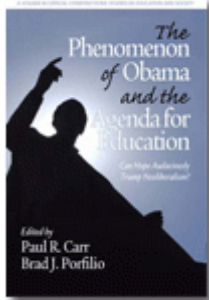
2011. Paperback 978-1-61735-405-2 \$45.99. Hardcover 978-1-61735-406-9 \$85.99. eBook 9781617354076 \$65.

Students in public schools serving poor and working-class students are inundated by the effects of high-stakes examinations. Teachers are demoralized and students suffer substandard curricular and pedagogical experiences. These effects are articulated by students and teachers in the high school that provided the setting for the critical ethnography on which this text is based. Teachers resent being judged on the basis of students' performance on standardized assessments. They are deprofessionalized as their roles are oriented toward working-class norms. Students feel alienated by content that is meaningless and test-based pedagogies that are disempowering.

While these findings are disturbing, critical theory provides a foundation for seeking hope. By incorporating inquiry and dialogue, this theoretical framework opens a space where resistance can be revealed and examined. In this case, the study exposed glimmers of resistance, spaces in the structure of schooling where students and teachers critique the system and suggest ways of subverting the negative effects of the neoliberal reforms through dialogic, empowering, culturally responsive pedagogies.

Collective resistance, achieved through dialogic pedagogies that build on understandings of resistance and power, can cultivate theoretical and material spaces where a cycle of praxis can enhance possibilities for social justice. To that end, the conclusion is devoted to the implementation of critical, dialogic approaches to literacies, approaches intended to interrupt the hegemonic influences that perpetuate social reproduction by capitalizing on the potential for solidarity and collective agency among the students and teachers who populate and educate the working classes. This book would interest teacher educators, teachers, and school administrators.

**CONTENTS:** Acknowledgments. Foreword, *Ira Shor*. Preface. **PART I: POWER.** 1. Introduction: From Neoliberalism to Dialogicality. 2. The Study. 3. Social Class, Writing Instruction and Identity Construction. 4. High-Stakes Testing: Social And Emotional Effects. 5. Restricted Literacies. **PART II: RESISTANCE.** 6. Teaching or Selling Out? 7. Writing Instruction: What “Is” and What “Ought To Be”. 8. Hints at Hope, Glimmers of Resistance. 9. Resistance Literacy: Two Approaches. 10. Looking Forward: Empowerment, S Social Justice, and Collective Agency. About the Author.



## The Phenomenon of Obama and the Agenda for Education Can Hope Audaciously Trump Neoliberalism?

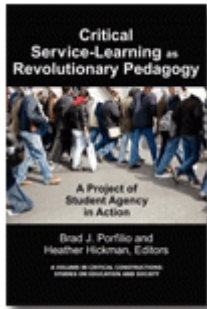
Paul R. Carr, Université du Québec en Outaouais; Brad J. Porfilio, Lewis University in Romeoville, IL

2011. Paperback 978-1-61735-450-2 \$39.99. Hardcover 978-1-61735-451-9 \$85.99. eBook 9781617354526 \$65.

Who should read this book? Anyone who is touched by public education – teachers, administrators, teacher-educators, students, parents, politicians, pundits, and citizens – ought to read this book. It will speak to educators, policymakers and citizens who are concerned about the future of education and its relation to a robust, participatory democracy. The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex, multilayered factors that shape, and are shaped by, institutions of schooling today. The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good. Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in this nation – a dialogue that must seek the kind of change that represents hope for all students.

As for the question contained in the title of the book--Can hope audaciously trump neoliberalism?--, Carr and Porfilio develop a framework that integrates the work of the contributors, including Christine Sleeter and Dennis Carlson, who wrote the forward and afterword respectively, that problematizes how the Obama administration has presented an extremely constrained, conservative notion of change in and through education. The rhetoric has not been matched by meaningful, tangible, transformative proposals, policies and programs aimed at transformative change. There are many reasons for this, and, according to the contributors to this book, it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been hoping for. Addressing systemic inequities embedded within neoliberalism, Carr and Porfilio argue, is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency.

**CONTENTS:** Acknowledgements. Foreword: Challenging the Empire's Agenda for Education, *Christine E. Sleeter*.  
**SECTION I: USING HISTORICAL AND THEORETICAL INSIGHTS TO UNDERSTAND OBAMA'S EDUCATIONAL AGENDA.** More of the Same: How Free Market-Capitalism Dominates the Economy and Education, *David Hursh*. Concocting Crises to Create Consent: The Importance of "The Shock Doctrine" to Understanding Current Educational Policy, *Virginia Lea*. Educational Hope Ignored Under Obama: The Persistent Failure of Crisis Discourse and Utopian Expectations, *P. L. Thomas*. Competing Definitions of Hope in Obama's Education Marketplace: Media Representations of School Reform, Equality, and Social Justice, *Rebecca A. Goldstein, Sheila Macrine, Nataly Z. Chesky, and Alexandra Perry*.  
**SECTION II: THE PERILS OF NEOLIBERAL SCHOOLING: CRITIQUING CORPORATIZED FORMS OF SCHOOLING AND A SOBER ASSESSMENT OF WHERE OBAMA IS TAKING US.** Charting a New Course for Public Education Through Charter Schools: Where is Obama Taking Us? *Mary Christianakis and Richard Mora*. Manufactured Consent: Latino/a Themed Charter Schools, in Whose Interests? *Theresa Montaño and Lynne Aoki*. Whose Schools are These Anyway—American Dream or Nightmare? Countering the Corporate Takeover of Schools in California, *Roberta Ahlquist*. Obama, Escucha! Estamos en la Lucha! Challenging Neoliberalism in Los Angeles Schools, *Theresa Montaño*. Standardized Teacher Performance Assessment: Obama/Duncan's Quick Fix for What They Think it is That Ails Us, *Ann Berlak*. The Political Economy of Educational Restructuring: On the Origin of Performance Pay and Obama's "Blueprint" for Education, *Mark Garrison*.  
**SECTION III: ENVISIONING NEW SCHOOLS AND A NEW SOCIAL WORLD: STORIES OF RESISTENCE, HOPE, AND TRANSFORMATION.** The Education Agenda is a War Agenda: Connecting Reason to Power and Power to Resistance, *Rich Gibson and E. Wayne Ross*. Connecting Communities and Schools: Accountability in the Post-NCLB Era, *Tina Wagle and Paul Theobald*. If There is Anyone Out There, *Peter McLaren*. Afterword: Working the Contradictions: The Obama Administration's Educational Policy, and Democracy Will Come, *Dennis Carlson*. Biographies.



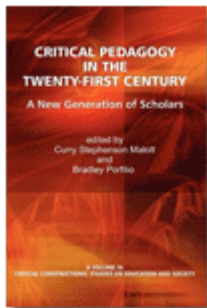
## Critical Service-Learning as a Revolutionary Pedagogy An International Project of Student Agency in Action

Brad J. Porfilio, Lewis University in Romeoville, IL; Heather Hickman, Lewis University

2011. Paperback 978-1-61735-432-8 \$45.99. Hardcover 978-1-61735-433-5 \$85.99. eBook 9781617354342 \$65.

This volume will be a valuable resource to instructors who teach in the fields of teacher education, social studies, educational leadership, social work, social, cultural and philosophical foundations of education, sociology, political science, and global studies as well as their students. Due to the volume's international focus, we also expect that it will be purchased by a large number of university libraries, researchers, educators and others in a number of countries.

**CONTENTS:** Introduction. Foreword, *Mike Cole*. **PART I.** Power and Service-Learning: Saliency, Place, and Practice, *Andrea Yoder Clark and Maura Nugent*. Distant or Direct: Participant's Interactions With Service Recipients While Completing Ontario's Community Involvement Requirement, *Kaylan C. Schwarz*. Critical Service-Learning and the Black Freedom Movement, *Kecia Hayes*. Cognitive Dissonance in International Service-Learning: Possibilities and Challenges for Service-Learning Pedagogy, *Elizabeth Doerr*. To Build a Sustainable International Service-Learning Partnership: Pushing Service Learning Beyond the Boundaries Toward a Revolutionary Project of Community and Consciousness in Jamaica, *Adam Renner*. Service-Learning, Liberal Education, and the Public Schools, *D. G. Mulcahy, Wendy Doromal, Omaris Journet, and Donal E. Mulcahy*. Education, Critical Service-Learning, and Social Justice: The Australian Experience of Doing Thick Democracy in the Classroom, *David Zyngierl*. **PART II.** The Humanity of Teaching and Learning: Scenarios of a Pedagogy of Compassion, Community, and Change, *Diana M. Feige, Maureen Connolly, and Michael Furey*. The Equity Leadership Project: Preparing Socially Inclusive Educators, *Christopher DeLuca, Meghan L. DeLagran, Eric Feurguson, and Stephanie Ho*. Helping Teacher Candidates Develop a Critical Perspective in a Foundations Course: A Freirian Look at How Teacher Candidates Interpret Their Service-Learning Experience, *C. Lynne Hannah, Barri Tinkler, and Elizabeth Mille*. Living in Riverhill: A Postcritical Challenge to the Production of a Neoliberal Success Story, *Allison Daniel Anders and Jessica Nina Lester*. Critical Openings and Possibilities: Navigating Challenges for Change, *Steven Hart*. Holding on to Transformation: Reflections on Global Service Learning, *Susan L. Herrmann*. Toward a Theory and Practice of Radical Pragmatism, *Brian Charest*. Afterword. About the Authors.



## Critical Pedagogy in the Twenty-First Century A New Generation of Scholars

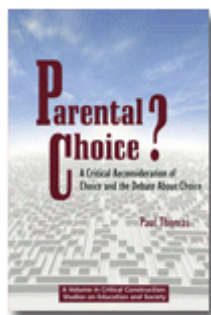
Curry Stephenson Malott, West Chester University of Pennsylvania; Brad J. Porfilio, Lewis University in Romeoville, IL

2011. Paperback 978-1-61735-330-7 \$45.99. Hardcover 978-1-61735-331-4 \$85.99. eBook 9781617353321 \$65.

This book simultaneously provides multiple analyses of critical pedagogy in the twenty-first century while showcasing the scholarship of this new generation of critical scholar-educators. Needless to say, the writers herein represent just a small subset of a much larger movement for critical transformation and a more humane, less Eurocentric, less paternalistic, less homophobic, less patriarchal, less exploitative, and less violent world. This volume highlights the finding that rigorous critical pedagogical approaches to education, while still marginalized in many contexts, are being used in increasingly more classrooms for the benefit of student learning, contributing, however indirectly, to the larger struggle against the barbarism of industrial, neoliberal, militarized destructiveness. The challenge for critical pedagogy in the twenty-first century, from this point of view, includes contributing to the manifestation of a truly global critical pedagogy that is epistemologically democratic and against human suffering and capitalist exploitation. These rigorous, democratic, critical standards for measuring the value of our scholarship, including this volume of essays, should be the same that we use to critique and transform the larger society in which we live and work.

**CONTENTS:** Preface: Neoliberalism Trumping The Politics of Hope: A Critical Intervention to Challenging the Corporate Takeover of Schools and Society, *Bradley Porfilio*. Introduction: From Toussaint L'Ouverture to Paulo Freire: Complexity and Critical Pedagogy in the Twenty-First Century: A New Generation of Scholars, *Curry Stephenson Malott* **PART I: SOCIAL THEORY AND CRITICAL PEDAGOGY.** When Theory Walks With Praxis: Critical Pedagogy and the Life of Transnational and Postcolonial Subjects of Color, *Pierre Orelus*. A Placed-Based Critical Pedagogy in Turbulent Times:

Restoring Hope for Alternative Futures, *Martin and Kitty Te Riele*. Radical Hermeneutics, Adolescence, and Twenty-First Century Critical Pedagogy, *Kip Kline*. Disrupting Heteronormativity Through Critical Pedagogy and Queer Theory, *Heather Hickman*. Power Through Resistance: Why Critical Theory Can Prevent Educators From Going Back to the Future, *Julie Gorlewski*. For a Multiple-Armed Love: Ecopedagogy for a Posthuman Age, *Richard Kahn*. **PART II: PSYCHOLOGY AND CRITICAL PEDAGOGY.** Individual|Collective Human Needs:(Re)theorizing Maslow Using Critical, Sociocultural, Feminist, and Indigenous Lenses, *Tricia M. Kress, Christopher J. Avilés, Cindy Taylor, and Melissa Winchell*. **PART III: EDUCATIONAL REFORM AND CRITICAL PEDAGOGY.** The Magnificent Elephant That Was Promised Showed Up Lame: The 10-Year Development Plan of Basic Education and Education for All (EFA) in Burkina Faso, *Touorouzou Herve Some*. The Quest for a Critical Pedagogy of Democracy, *Paul Carr*. **PART IV: KNOWLEDGE PRODUCTION/RESEARCH METHODOLOGY AND CRITICAL PEDAGOGY.** Developing Curricular Standpoint: "Strong Objectivity" and the Politics of School Knowledge, *Wayne Au*. Writing We: Collaborative Text in Educational Research, *Christina Ann Siry and Carolyne Ali-Khan*. Off-loading Self/Other/World Responsibilities: Confronting Questionable Ethics in Youth Engagement in Critical Pedagogy, *Darren Lund and Jim Paul*. Power Personified: Graduate Students Negotiating Hollywood Education, *Catherine Lalonde*. **PART V: TEACHER EDUCATION AND CRITICAL PEDAGOGY.** Struggles to Eliminate the Tenacious Four Letter "F" Word in Education, *Vivian García López*. Through the Eyes of Two Teacher Educators: Building Alternatives to the Gaze and Surveillance Mechanisms in Teacher Education, *Abraham P. DeLeon and Emily Daniels*. Toward Mainstreaming Critical Peace Education in U.S. Teacher Education, *Edward J. Brantmeier*. Nice Girls Become Teachers: Experiences of Female First-Generation College Students Majoring in Elementary Education, *Carrie Freie and Kirstin R. Bratt*. **PART VI: CLASSROOM TEACHING AND CRITICAL PEDAGOGY.** Visions of Hope and Despair: Investigating the Potential of Critical Science Education, *Andrew Gilbert*. Enacting a Transformative Education, *Kurt Love*. To Upend the Boat of Teacher Mediocrity: The Challenges and Possibilities of Critical Race Pedagogy in Diverse Urban Classrooms, *Daniel D. Liou and René González*. **PART VII: TECHNOLOGY AND CRITICAL PEDAGOGY.** Scaling the Classroom Walls: Lessons Learned Outside of Schools About Social Media Activism and Education, *Tricia M. Kress and Donna DeGennaro*. Learners and oppressed Peoples of the World, Wikify!: Wikiversity as a Global Critical Pedagogy, *Juha Suoranta*. Emancipatory Technologies: A Dialogue Between Hackers and Freire, *Joseph Carroll-Miranda*. About the Authors.



## Parental Choice?

### A Critical Reconsideration of Choice and the Debate about Choice

P. L. Thomas, Furman University

2010. Paperback 978-1-61735-089-4 \$45.99. Hardcover 978-1-61735-090-0 \$85.99. eBook 9781617350917 \$65.

Education has rarely been absent from local and national public discourse. Throughout the history of modern education spanning more than a century, we have as a culture lamented the failures of public schooling, often making such claims based on assumptions instead of any nuanced consideration of the many influences on teaching and learning in any child's life—notably the socioeconomic status of a student's family.

School reform, then, has also been a frequent topic in political discourse and public debate. Since the mid-twentieth century, a rising call for market forces to replace government-run schooling has pushed to the front of those debates. Since *A Nation at Risk* in the early 1980s and the implementation of *No Child Left Behind* at the turn of the twenty-first century, a subtle shift has occurred in the traditional support of public education—fueled by the misconception that private schools outperform public schools along with a naive faith in competition and the promise of the free market. Political and ideological claims that all parents deserve school choice has proven to be a compelling slogan.

This book unmasks calls for parental and school choice with a postformal and critical view of both the traditional bureaucratic public school system and the current patterns found in the body of research on all aspects of school choice and private schooling. The examination of the status quo and market-based calls for school reform will serve well all stakeholders in public education as they seek to evaluate the quality of schools today and form positions on how best to reform schools for the empowerment of free people in a democratic society.

**CONTENTS:** Preface. Introduction. 1. "Pay No Attention to the Man Behind the Curtain": A Critical Guide to Education, Research, and the Politics of It All. 2. Education as Political Football: What We Know (and Don't Know) About School Choice and Accountability. 3. Seeing Education Again for the First Time, Or School Isn't What It Used to Be...Or Is It? 4. The Child in Society, the Child at Home, the Child at School. 5. Caught Between our Children and Testing, Testing, Testing. 6. Parental Choice?—A Postformal Response. Conclusion. References. About the Author.





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