Book Series

Critical Constructions: Studies on Education and Society

Series Editors
Curry Stephenson Malott, West Chester University of Pennsylvania; Brad J. Porfilio, Seattle University; Marc Pruyn, Monash University; Derek R. Ford, DePauw University

Books in this series:
- The 2017 Hampton Reader
- Read Aloud Handbook for Native American Children
- Rethinking Social Studies
- Multiculturalism, Dialectical Thought, and Social Justice Pedagogy
- Imagining Education
- The Luso-Anarchist Reader
- DIY Punk as Education
- Charter School Report Card
- News Media and the Neoliberal Privatization of Education
- Democracy and Decency
- Elements of Discussion
- Understanding Neoliberal Rule in K-12 Schools
- Understanding Neoliberal Rule in Higher Education
- Immigration and Schooling
- The Phenomenon of Obama and the Agenda for Education - 2nd Edition
- Rebel Music
- Teaching Marx
- Dangerous Counterstories in The Corporate Academy
- Courageous Pedagogy
- Challenging Status Quo Retrenchment
- Can Educators Make a Difference?
- Pedagogies of Deveiling
- Power, Resistance, and Literacy
- The Phenomenon of Obama and the Agenda for Education
- Critical Service-Learning as a Revolutionary Pedagogy
- Critical Pedagogy in the Twenty-First Century
- Parental Choice?

*******************************

Special Paperback Set Price:
$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit: http://www.infoagepub.com/series/critical-constructions

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
The 2017 Hampton Reader
Selected Essays from a Working-class Think Tank
Colin Jenkins

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.

Read Aloud Handbook for Native American Children

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


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.


Rethinking Social Studies

Critical Pedagogy in Pursuit of Dangerous Citizenship

E. Wayne Ross, University of British Columbia


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 educator beyond the classroom.


Multiculturalism, Dialectical Thought, and Social Justice Pedagogy
A Study from the Borderlands

Daniel Ian Rubin, Jacksonville State University


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.

Imagining Education
Beyond the Logic Of Global Neoliberal Capitalism
Arturo Rodriguez, Boise State University; Kevin R. Magill, The University of Texas at Austin

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:

The Luso-Anarchist Reader
The Origins of Anarchism in Portugal and Brazil
Plínio de Góes, University of Massachusetts, Lowell

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

Rebekah Cordova, University of Florida


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 self-concept 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 that any formal attempt within our school systems.


Charter School Report Card
Shawgi Tell


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.

**News Media and the Neoliberal Privatization of Education**

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


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.


**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


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.


Elements of Discussion

David I. Backer, Cleveland State University


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.


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

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

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


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. 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.

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 linguicism 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.

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 afterward 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.


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


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.


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


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.

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 first-generation 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.

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.

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 utilize this scientific knowledge to empower their own lives. One must ask, “What would this process look like? What would happen to the students?” Pruyn (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.


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


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.

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.

researcher in the study—an “insider/in-betweener” 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 theorists 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 uprisings and cultivating moments of meaning and shifts of consciousness.


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.

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

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.
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

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 purchased by a large number of university libraries, researchers, educators and others in a number of countries.

Parental Choice?  
A Critical Reconsideration of Choice and the Debate about Choice  

P. L. Thomas, Furman University  


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 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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>$ Paperback</th>
<th>$ Hardcover</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 2017 Hampton Reader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read Aloud Handbook for Native American Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rethinking Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiculturalism, Dialectical Thought, and Social Justice Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imagining Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Luso-Anarchist Reader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIY Punk as Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charter School Report Card</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News Media and the Neoliberal Privatization of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democracy and Decency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements of Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Neoliberal Rule in K-12 Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Neoliberal Rule in Higher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigration and Schooling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Phenomenon of Obama and the Agenda for Education - 2nd Edition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebel Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Marx</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dangerous Counterstories in The Corporate Academy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courageous Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging Status Quo Retrenchment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can Educators Make a Difference?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogies of Deveiling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power, Resistance, and Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Phenomenon of Obama and the Agenda for Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Service-Learning as a Revolutionary Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Pedagogy in the Twenty-First Century</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Choice?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Special Paperback Set Price: $36.50 per book + FREE SHIPPING when you order the complete series.**

Standard Shipping and Handling for Books:
$7.50 handling fee on U.S. orders; $9.00 for the rest of the world
plus $3.00 shipping per book

Online shopping available at www.infoagepub.com

Subtotal: ____________________________
Handling: ____________________________
Shipping: ____________________________
Order Total: ____________________________