COMMUNITY ACTION FOR SCHOOL REFORM
HOWELL S. BAUM

Presents an innovative community approach to educational improvement.

Community Action for School Reform tells the story of a partnership between Baltimore community activists and a university as they created an organization to improve neighborhood schools. The book examines the challenges they faced, such as persuading community members that they had the necessary knowledge to do something about the schools, starting and sustaining an organization, conducting and using research, engaging the school system, and funding their work. By analyzing the group’s experiences, the author describes the challenges any school reform effort must address and shows directions for success.

“This is by far the most clear, detailed presentation of a rationale for community action. It clarifies conceptual ambiguities, it does not gloss over the predictable obstacles, and it avoids conveying the impression that all goals are equally attainable or that there is an end point when you declare victory and leave the scene. This is a book that goes beyond abstractions and theory and gives the reader a step-by-step description of a real life effort to change a school and neighborhood. Anyone contemplating engaging in school reform—or trying to make sense of why school reform has such a poor track record—must read this book; they will be inoculated against the virus of oversimplification and self-inflicted despair.” — Seymour B. Sarason, author of Educational Reform: A Self-Scrutinizing Memoir

“An original and lively account of the production of ‘othered’ femininities that is both beautifully written and disarmingly honest. This is a very engaging and profound piece of work.” — Valerie Walkerdine, Cardiff University

“An original and lively account of the production of ‘othered’ femininities that is both beautifully written and disarmingly honest. This is a very engaging and profound piece of work.” — Valerie Walkerdine, Cardiff University

This book is a breath of fresh air in an area of scholarship that has been poorly served by researchers, policymakers, and higher education leaders. It sets new standards for honest discussions about the problematic nature of many school reform efforts.” — Dennis Shirley, author of Community Organizing for Urban School Reform

Howell S. Baum is Professor in the Urban Studies and Planning Program at the University of Maryland at College Park. He is the author of several books, including, most recently, The Organization of Hope: Communities Planning Themselves, also published by SUNY Press.

BETWEEN FEMININITIES
Ambivalence, Identity, and the Education of Girls
MARNINA GONICK

An investigation into the complex processes of “becoming a girl.”

Arguing for a recognition of the contradictory and ambivalent identifications that both attract and repel those who live the social category “girl,” Marnina Gonick analyzes the discourses and practices defining female sexuality, embodiment, relationship to self and other, material culture, use of social space, and cultural-political agency and power. Based on a school-community project involving collaborative production of a video which tells the stories of several fictional girl characters, Gonick examines the contradictory and textured structure of the discourses available to girls through which their identities are negotiated. Woven throughout the book is the integral concern with the way in which ethnographic writing as a discursive practice is also implicated in the production and signification of social identities for girls.

This book is so brilliantly written, so well conceived, and so theoretically profound, I couldn’t put it down and read from cover to cover with enjoyment and fascination. The theoretical insights and connections are just as powerful as the data presented.” — Bronwyn Davies, author of Frogs and Snails and Feminist Tales: Preschool Children and Gender

Marnina Gonick is Assistant Professor of Curriculum and Instruction and Women’s Studies at Penn State University Park.

A volume in the SUNY series, Second Thoughts: New Theoretical Formations
Deborah P. Britzman, editor
LEARNING FROM THE OTHER
Levinas, Psychoanalysis, and Ethical Possibilities in Education
SHARON TODD

How does ethics influence the myriad ways we engage difference within educational settings?

Learning from the Other presents a philosophical investigation into the ethical possibilities of education, especially social justice education. In this original treatment, Sharon Todd rethinks the ethical basis of responsibility as emerging out of the everyday and complex ways we engage difference within educational settings. She works through the implications of the productive tension between the thought of Emmanuel Levinas and that of Sigmund Freud, Melanie Klein, Judith Butler, Cornelius Castoriadis, and others. Challenging the idea that knowledge about the other is the answer to questions of responsibility, she proposes that responsibility is rooted instead in a learning from the other. The author focuses on empathy, love, guilt, and listening to highlight the complex nature of learning from difference and to probe where the conditions for ethical possibility might lie.

“This book contains many original insights into the ethical character of the educational relationship. Although there is a tradition of this kind of theorizing in continental educational philosophy, it is quite unique—and quite needed—in the English-speaking world. Todd displays an excellent command of the complex material that she uses to develop her argumentation and presents an excellent balance between theoretical and philosophical argumentation on the one hand, and practical issues on the other.”
— Gert J.J. Biesta, coeditor of Derrida and Education

Sharon Todd is Associate Professor of Education at York University and the editor of Learning Desire: Perspectives on Pedagogy, Culture, and the Unsaid.

A volume in the SUNY series, Second Thoughts: New Theoretical Formations
Deborah P. Britzman, editor

RECONSIDERING FEMINIST RESEARCH
IN EDUCATIONAL LEADERSHIP
MICHELLE D. YOUNG AND LINDA SKRILA, EDITORS

A critical reflection on the field of feminist research in educational leadership.

Ten prominent feminist researchers from diverse backgrounds examine educational leadership by focusing on critical questions about the theories, methods, and epistemologies feminist researchers use. The contributors analyze the impact of research on participants and assess the ethical and political implications of researching across groups. They explore the types of strategies feminist researchers have developed to address the problems of the field and propose alternative epistemologies that provide for more sensitive research methods and more complex research results. The book provides a timely examination of how gender inequalities were created and structured within U.S. systems of school administration, how they are maintained and perpetuated, and how they might best be understood and dismantled.

“This book fills an important gap in the literature by bringing people of color and women’s voices into the conversations about the knowledge base, research methods, and practice in the field. Its greatest strengths are that it challenges and illustrates alternatives to predominant thinking about understanding, doing, and sharing research in educational leadership, and does so with optimism about prospects for change and improvement.”
— Marilyn Tallerico, author of Accessing the Superintendency: The Unwritten Rules

Michelle D. Young is Executive Director of the University Council for Educational Administration at the University of Missouri at Columbia.
Linda Skrila is Assistant Professor of Educational Administration at Texas A&M University and coauthor (with David A. Erlandson, Eileen M. Reed, and Alfred P. Wilson) of The Emerging Principalship.

A volume in the SUNY series in Women in Education
Margaret Grogan, editor

For a list of contributors, see page 60.