GLOBALIZING INTERESTS
Pressure Groups and Denationalization
Edited by Michael Zürn, with assistance from Gregor Walter

Examines how national interest groups respond to the international pressures of globalization.

*Globalizing Interests* is an innovative study of globalization “from inside,” looking at the reaction of nationally constituted interest groups to challenges produced by the denationalization process. The contributors focus on business associations, trade unions, civil rights organizations, and right-wing populists from Canada, Germany, Great Britain, and the United States, and examine how they have responded to three extremely globalized issue areas: the Internet, migration, and climate change. What they find is that “the politics of denationalization” is a new game with new rules, new teams, and surprisingly broad support for governance beyond the nation state.

“The decision to analyze the responses and strategies of national interest groups to globalization challenges (rather than state strategies or policy effects) fills an important lacuna in the research on globalization and offers important new knowledge on globalization-induced changes in domestic politics. The well-orchestrated comparative analysis produces fresh insights and new hypotheses.” — Frank Schimmelfennig, author of *The EU, NATO and the Integration of Europe: Rules and Rhetoric*

“This book helps to nuance the debate about political processes under conditions of globalization and does so by providing substantial empirical evidence supported by a sound and innovative theoretical framework.” — Georg Sørensen, author of *The Transformation of the State: Beyond the Myth of Retreat*

At the Hertie School of Governance in Berlin, Michael Zürn is Founding Dean and Gregor Walter is Head of Curriculum Development. Zürn is also Director at the Science Center Berlin and the coeditor (with Christian Joerges) of *Law and Governance in Postnational Europe: Compliance beyond the Nation-State.*
HUMANITIES, CULTURE, AND INTERDISCIPLINARITY
The Changing American Academy
Julie Thompson Klein

Investigates the history of interdisciplinarity in the American academy and its impact on humanities education, particularly the undergraduate curriculum.

The study of culture in the American academy is not confined to a single field, but is a broad-based set of interests located within and across disciplines. This book investigates the relationship among three major ideas in the American academy—interdisciplinarity, humanities, and culture—and traces the convergence of these ideas from the colonial college to new scholarly developments in the latter half of the twentieth century. Its aim is twofold: to define the changing relationship of these three ideas and, in the course of doing so, to extend present thinking about the concept of “American cultural studies.” The book includes two sets of case studies—the first on the implications of interdisciplinarity for literary studies, art history, and music; the second on the shifting trajectories of American studies, African American studies, and women’s studies—and concludes by asking what impact new scholarly practices have had on humanities education, particularly on the undergraduate curriculum.

“This is a wonderfully well-informed, intelligent, and important book. Its conclusions are sometimes surprising, but always very convincing.” — June Howard, University of Michigan

“This book’s special contribution is the narrative of the highly significant practice of boundary crossing—or the use of interdisciplinary strategies for research and teaching in cultural study—and the transformation in the intellectual organization of the university itself in practice and in institutionalization.” — Beth A. Casey, Bowling Green State University

Julie Thompson Klein is Professor of Humanities at Wayne State University and is the author of Interdisciplinarity: History, Theory, and Practice.

CULTURALLY CONTESTED PEDAGOGY
Battles of Literacy and Schooling between Mainstream Teachers and Asian Immigrant Parents
Guofang Li

Advocates for a greater cultural understanding of minority beliefs in literacy education and a more critical examination of mainstream instructional practices.

The voices of teachers, parents, and students create a compelling ethnographic study that examines the debate between traditional and progressive pedagogies in literacy education and the mismatch of cross-cultural discourses between mainstream schools and Asian families. This book focuses on a Vancouver suburb where the Chinese population has surpassed the white community numerically and socioeconomically, but not politically, and where the author uncovers disturbing cultural conflicts, educational dissensions, and “silent” power struggles between school and home. What Guofang Li reveals illustrates the challenges of teaching and learning in an increasingly complex educational landscape in which literacy, culture, race, and social class intertwine. Advocating for a greater cultural understanding of minority beliefs in literacy education and a more critical examination of mainstream instructional practices, Li offers a new theoretical framework and critical recommendations for teachers, schools, and parents.

“Guofang Li presents a fascinating study ... that will challenge many mainstream views of teaching and learning.” — from the Foreword by Lee Gunderson, author of ESL Literacy Instruction: A Guidebook to Theory and Practice

“This topic is of considerable importance for the field of multicultural education and critical pedagogy, and there is significant potential for this study to contribute in important ways to theory building in this field.” — Pia Lindquist Wong, coauthor of Education and Democracy: Paulo Freire, Social Movements, and Educational Reform in São Paulo

Guofang Li is Assistant Professor of Second Language and Literacy Education at the University at Buffalo, State University of New York. She is the author of “East is East, West is West”? Home Literacy, Culture, and Schooling and the coeditor (with Gulbahar Beckett) of “Strangers” in the Academy: Asian Women Scholars in Higher Education.

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CITIZEN TEACHER
The Life and Leadership of Margaret Haley
Kate Rousmaniere

The first book-length biography of Margaret Haley (1861–1939) focuses on her political vision, her activities as a public school activist, and her life as a charismatic woman leader.

Citizen Teacher is the first book-length biography of Margaret Haley (1861–1939), the founder of the first American teachers’ union, and a dynamic leader, civic activist, and school reformer. The daughter of Irish immigrants, this Chicago elementary school teacher exploded onto the national stage in 1900, leading women teachers into a national battle to secure resources for public schools and enhance teachers’ professional stature. This book centers on Haley’s political vision, activities as a public school activist, and her life as a charismatic leader.

In the more than forty years of her political life, Haley was constantly in the news, butting heads with captains of industry, challenging autocracy in urban bureaucracy and school buildings alike, arguing legal doctrine and tax reform in state courts, and urging her constituents into action. An extraordinary figure in American history, Haley’s contemporaries praised her as one of the nation’s great orators and called her the Joan of Arc of the classroom teacher movement.

Haley’s belief that well-funded, well-respected teachers were the key to the development of a positive civic community remains a central tenet in American education. Her guiding vision of the democratic role of the public school and the responsibility of teachers as activist citizens is relevant and inspirational for educators today.

“This text brings to the fore the importance of teacher leaders in the organization of public schooling and teaching and also begins to balance the preponderance of scholarship shining light on administrators and institutional boards.” — Karen L. Tonso, Wayne State University

“Rousmaniere writes smoothly, with a historian’s fondness for intricacy and documentation, and delivers a thorough treatment of a passionate leader whose vision for educational democracy might serve school systems well today.” — Lucy E. Bailey, The Ohio State University

Kate Rousmaniere is Professor of Education and Chair of the Department of Educational Leadership at Miami University, Ohio and is the author of City Teachers: Teachers and School Reform in Historical Perspective.

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THE GIFT OF EDUCATION
How a Tuition Guarantee Program Changed the Lives of Inner-City Youth
Norman A. Newberg
Foreword by Michelle Fine

Tells the story of how two philanthropists promised each of the 112 graduating sixth graders at Belmont Elementary, a school in one of Philadelphia’s poorest neighborhoods, a fully paid college education to the institution of their choice.

At the June 17, 1987 sixth-grade graduation ceremony at Belmont Elementary, in one of the poorest neighborhoods in Philadelphia, philanthropists George and Diane Weiss promised each student a fully paid college education to the institution of their choice upon the students’ graduation from high school. The Gift of Education describes this chance-of-a-lifetime gift and the pressure to use it. It details and analyzes the experiences of twelve students from the original class—six who graduated from high school and completed some postsecondary education and six who did not finish high school. Their stories illustrate how children, when properly challenged and supported, can succeed, that philanthropy alone cannot address the severe conditions that millions of poor children experience daily, and that government investment in inner-city education and communities has been woefully inadequate.

“We learn from the Belmont 112 and from Norman Newberg that young people who have endured too much still dream, hope, yearn. Most long for an educator who will listen, extend a hand, take a walk, excuse mistakes and open doors … [Newberg] asks us to think through the promise, the State, privatization and ‘gifts’; he dares us to imagine what could be in a nation eating so many of our young. The Belmont 112 also ask us, from their college classrooms, corporate jobs, hairbraiding salons in their living rooms, the streets and from prison, to respond with urgency to the structural crime scene we call ‘poverty’ in America.” — From the Foreword by Michelle Fine

Norman A. Newberg is Senior Fellow in the Graduate School of Education at the University of Pennsylvania and Executive Director of the Say Yes to Education program.

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THE FUNCTION OF THEORY IN COMPOSITION STUDIES
Raúl Sánchez

Offers an extended critique of key assumptions in composition theory and a new paradigm for thinking about writing in an increasingly globalized and textualized world.

How can theory improve our knowledge of writing? Raúl Sánchez answers this question by examining dominant theoretical trends in composition studies over the last fifteen years, citing their common origins in a narrow, representational metatheory of writing. He argues that this adherence actually leads the field away from its objects of study: writing and the writing subject. Through this extended critique, he elaborates an alternative metatheory, one that restores writing to the conceptual center of composition studies by emphasizing its generative—rather than its representational—characteristics, particularly in increasingly networked and textualized cultures.

“Given the huge wave of theory that flowed through composition and rhetoric beginning in the 1980s, it is important now to take stock of what the changes wrought by theory will have meant for us. Sánchez shows us how our conceptions of knowledge and theory have in some senses not come along as far as we might have thought, and thereby opens up a space for thinking anew about these issues beyond interpretive/hermeneutic frameworks that are still predominant. He makes an interesting, innovative argument, one that I think will be good for the field to hear. And, he helps supply further rationale for the centrality of writing in university curriculums, if not life in general.” — Thomas J. Rickert, Purdue University

“I am continually dumbfounded at our field’s resistance to theory, by its reluctance to answer to—or even to explore—the challenges that critical theory has posed to our discipline’s foundations, including writer, text, communication. Sánchez, on the contrary, not only addresses theory in composition studies, and by so doing, attends to that minority of scholars in the field who are taking theoretical challenges seriously, but he also attempts to theorize, as the title suggests, how theory functions in composition studies.” — Michelle Ballif, coeditor of Twentieth-Century Rhetorics and Rhetoricians: Critical Studies and Sources

Raúl Sánchez is Assistant Professor of English at the University of Utah.

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