**FEATURED TITLE**

**SHUT OUT**
Low Income Mothers and Higher Education in Post-Welfare America
Valerie Polakow, Sandra S. Butler, Luisa Stormer Deprez, and Peggy Kahn, editors

Documents the economic, educational, and existential struggles that single mothers in poverty confront in the current welfare climate.

*Shut Out* exposes in vivid detail the economic, educational, and existential struggles that poor single mothers confront in light of current Welfare-to-Work policies. According to the editors, these mandates strip women of their educational rights by denying them access to higher education, thus obstructing their aspirations to exit poverty and attain family self-sufficiency.

The editors examine the requirements of the 1996 “welfare reform” bill and outline how states have varied in responses to limited post-secondary options within the framework of national legislation. The book shows how mothers and their allies have organized collectively to try to secure pro-education policies, and how individuals have resisted work, developed individual and family strategies, and triumphed in their pursuit of post-secondary education under extreme social and emotional duress.

In outlining the multiple obstacles and policy restrictions that low income women face, the book also demonstrates successful programs that afford women educational opportunities. Included are the latest in legislative updates, policy and advocacy recommendations, and possible future directions.

At Eastern Michigan University, **Valerie Polakow** is Professor of Education and Director of the Center for Child and Family Programs at the Institute for the Study of Children, Families, and Communities. **Sandra S. Butler** is Associate Professor of Social Work at the University of Maine. **Luisa Stormer Deprez** is Professor of Sociology and Women’s Studies and Interim Dean of the College of Arts and Sciences at the University of Southern Maine. **Peggy Kahn** is Professor of Political Science and teaches in the Women’s and Gender Studies Program at the University of Michigan at Flint.

For a list of contributors, see page 67.

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**A GOOD LITTLE SCHOOL**
Carole G. Basile
Foreword by John I. Goodlad

An inspiring story of the student-centered learning that can take place in a democratic, caring school.

*A Good Little School* pays homage to Jefferson County Open School, a public school of choice with a thirty-year history of providing an alternative education for students in K-12. Chronicled in this book are the personal experiences and anecdotes of teachers, parents, and students within the school, and how their contributions make it unique. In so doing, these reflections demonstrate to others that there is more to education than conventional subject areas such as math and reading. Also examined are the ways in which the school preserves the core elements that support the students’ best personal, social, and intellectual interests. These self-reflective accounts create a learning environment with humanity at the center, giving students the skills necessary to lead compassionate lives.

“It is not easy in this context for our schools to be places of joy, learning, and integrity to moral purpose, but this is what good schools are. This is why they need not only the support and caring of their immediate communities but also of a larger infrastructure that legitimizes and authorizes the mission and importance of what they strive to do.” — from the Foreword by John I. Goodlad

“This book layers multiple voices and perspectives about the Open School, its mission and philosophy, and, best of all, student stories of the School’s influence upon them as citizens.” — Rosalie Romano, coauthor of *Hungry Minds in Hard Times: Educating for Complexity for Students of Poverty*

**Carole G. Basile** is Assistant Professor and Division Coordinator of Initial Professional Teacher Education at the University of Colorado at Denver. She is the coauthor (with Cameron White and Stacey Robinson) of *Awareness to Citizenship: Environmental Literacy for the Elementary Child* and (with Fred Collins and Jennifer Gillespie-Malone) of *Nature at Your Doorstep: Real World Investigations for Primary Students*.

*For more information on this title please visit [http://www.sunypress.edu/details.asp?id=60833](http://www.sunypress.edu/details.asp?id=60833)*

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**EDUCATION**
ETHNOGRAPHY UNBOUND
From Theory Shock to Critical Praxis
Stephen Gilbert Brown and Sidney I. Dobrin, editors

Problematicizes traditional ethnographic research methods, offering instead self-reflexive critical practices.

These provocative new essays redefine the goals, methods, and assumptions of qualitative and ethnographic research in composition studies, making evident not only the crucial importance of ethnographic research, but also its resilience as well. As Ethnography Unbound makes evident, critical ethnographers are retheorizing their methodologies in ways that both redefine ethnographic practices and values and, at the same time, have begun to liberate ethnographic practices from the often-disabling stronghold of postmodern critique. Showing how ethnography works through dialogic processes and moves toward political ends, this collection opens the doors to rethinking ethnographic research in composition studies.

“The diversity of the authors and the wide range of issues addressed are two of the most noticeable and outstanding features of this book. It presents a fresh view and insight about quality cooperative learning efforts. The editors are to be congratulated for this collection.” — Robert J. Stahl, editor of Cooperative Learning in Science: A Handbook for Teachers

Stephen Gilbert Brown is Assistant Professor of English at the University of Nevada at Las Vegas and author of Words in the Wilderness: Critical Literacy in the Borderlands, also published by SUNY Press. Sidney I. Dobrin is Associate Professor of English at the University of Florida. He has published many books in composition theory, including the SUNY Press title, Natural Discourse: Toward Ecocomposition, (coauthored with Christian R. Weisser).

For a list of contributors, see page 68.

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TEACHING COOPERATIVE LEARNING
The Challenge for Teacher Education
Elizabeth G. Cohen, Celeste M. Brody, and Mara Sapon-Shevin, editors

Explores cooperative learning practices.

Teacher educators from ten institutions and programs in the United States, Canada, and Germany describe the ways in which they have changed teacher preparation to more fully incorporate cooperative learning concepts. Analytical commentaries on the programs highlight the learning experience of these programs as well as underlying issues of needed reforms in teacher education.

Included among best practices in education, cooperative learning may require a shift in program philosophy and disciplinary areas to meet the challenge of complex organizations and diverse student populations. As the essays in the volume demonstrate, a new alignment of field experiences to provide support for novices to implement cooperative strategies, and to receive timely and effective supervision for these attempts, may also be required.

“The diversity of the authors and the wide range of issues addressed are two of the most noticeable and outstanding features of this book. It presents a fresh view and insight about quality cooperative learning efforts. The editors are to be congratulated for this collection.” — Robert J. Stahl, editor of Cooperative Learning in Science: A Handbook for Teachers

Elizabeth G. Cohen is Professor Emerita of Education and Sociology at Stanford University. Celeste M. Brody is Instructional Dean at Central Oregon Community College. Mara Sapon-Shevin is Professor of Inclusive Education at Syracuse University.

For a list of contributors, see page 68.

For more information on this title please visit http://www.sunypress.edu/details.asp?id=60874
Talking about a Revolution tells the story of school reform from the perspective of teachers engaged in it, illuminating the complexity of teachers’ roles in transforming policy into practice. Al, Brian, and Camille teach at a large, comprehensive high school in a suburb of a major mid-western city. They use the languages of educational reform to inspire new ways to think about teaching, to shield themselves from the confusion of contradictory understandings of reform, and to construct a shared understanding of what reformed teaching might mean. Al, Brian, and Camille use language as their ally to transform the public, often abstract, call for reform into a new and better way to teach.

“In some ways Al, Brian, and Camille are contemporary inhabitants of Horace’s School, making Horace’s Compromise, and facing Horace’s Dilemma. That this is so years after Sizer’s trilogy says much about the extent to which the language of reform (or more accurately, the language of transformation) has not yet become the language teachers speak like natives. The challenge remains: to empower teachers to speak RSL—Reform as a Second Language.” — Nina Dorsch, author of Community, Collaboration, and Collegiality in School Reform: An Odyssey Toward Connections

Jacqueline Cossentino is Assistant Professor in the Department of Education Policy and Leadership at the University of Maryland at College Park.

For more information on this title please visit http://www.sunypress.edu/details.asp?id=60897
INTERNATIONAL SCHOLARS SHARE THEIR EXPERIENCES WITH THE CHALLENGES INHERENT IN REPRESENTING INDIGENOUS CULTURES AND DECOLONIZING CROSS-CULTURAL RESEARCH.

Drawing from their experiences in cross-cultural research, scholars from Africa, Latin America, Asia, Australia, the United Kingdom, and North America discuss their attempts to reclaim and reposition the representation of indigenous cultures in their work. They raise critical questions that resist the centrality of the English language as a medium of research and of the Western academy as the locus for knowledge production, reframe cross-cultural research agendas to include ways of knowing that have been excluded all too often, and offer creative ways of using cross-cultural collaboration.

“Work that explores decolonialism is absolutely needed. The strengths of this book include coverage of general postcolonial issues; the multiple and traveling positions, identities, and subjectivities that are experienced by postcolonial scholars; and the possibilities for reconceptualizing research as a movement toward decolonialism.” — Gaile S. Cannella, coauthor of *Childhood and Post-Colonization: Power, Education, and Contemporary Practice*

“The authors make a number of major points about the nature of research, the subtle pervasiveness of dominance and power in education and educational settings, and the importance of multiple voices in ethnographic and qualitative research.” — Frank C. Worrell, University of California at Berkeley

**Kagendo Mutua** is Assistant Professor of Special Education at The University of Alabama. **Beth Blue Swadener** is Professor of Curriculum and Instruction at Arizona State University.

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**BURNING DOWN THE HOUSE**

Politics, Governance, and Affirmative Action at the University of California

Brian Pusser

A riveting analysis of the struggle to eliminate affirmative action at the University of California.

*Burninging Down the House* presents a riveting analysis of one of the most nationally prominent and bitterly contested policy battles in the history of American higher education: the struggle to eliminate affirmative action at the University of California. A timely and essential addition to the literature on affirmative action, it examines the political, economic, legal, and organizational factors that shaped the debate in California and offers unique insight into the contemporary politics of admissions policy, university governance, and the role of higher education in broader state and national political contests to come.

“A great story, wonderfully told.” — Sheila Slaughter, coauthor of *Academic Capitalism: Politics, Policies, and the Entrepreneurial University*

“This is a very detailed depiction of the complexities of higher education policymaking. The author’s skill in presenting the central characters as complex individuals will attract both opponents and advocates of affirmative action.” — Estela Mara Bensimon, University of Southern California

**Brian Pusser** is Assistant Professor at the Center for the Study of Higher Education at the University of Virginia.

For more information on this title please visit [http://www.sunypress.edu/details.asp?id=60914](http://www.sunypress.edu/details.asp?id=60914)

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For more information on this title please visit [http://www.sunypress.edu/details.asp?id=60878](http://www.sunypress.edu/details.asp?id=60878)
ADOLESCENT LIVES IN TRANSITION
How Social Class Influences the Adjustment to Middle School
Donna Marie San Antonio

Research on the impact of social class variables on experiences of adolescents as they transition to middle school.

Addressing the issues of educational equity and social class diversity, Donna Marie San Antonio documents the challenges adolescents face when making the transition from elementary school to middle school. The book explores the values, resources, and ways of interacting that students from diverse economic backgrounds bring from their families and communities, and how they are enabled or discouraged from integrating these assets in their new school environment.

“Donna Marie San Antonio offers a rich and penetrating inquiry into the powerful and complex forces of social class that shape the journeys of students in two rural communities. Elegantly and evocatively written, the voices of students are captured with sensitivity, authenticity, and grace. Methodologically innovative and rigorous, San Antonio deftly balances the perspectives of fierce advocacy and skeptical empiricism, of probing investigation and empathic attentiveness; producing a volume that will be informative, inspiring, and useful to researchers, practitioners, and community activists.”
— Sara Lawrence-Lightfoot, Emily Hargroves Fisher Professor of Education at Harvard University

“A compassionate and intelligent analysis.”
— James Garbarino, Professor in the Graduate School of Social Work at Boston College

“She charts with care and compassion what happens when children from different communities and social classes meet, often for the first time, and the results are not what we might expect!”
— Robert L. Selman, Roy E. Larsen Professor of Education and Human Development at Harvard Graduate School of Education

Donna Marie San Antonio is Lecturer on Education at Harvard Graduate School of Education and the founder and co-director of the Appalachian Mountain Teen Project.

For more information on this title please visit http://www.sunypress.edu/details.asp?id=60906