RADICAL FEMINISM, WRITING, AND CRITICAL AGENCY

From Manifesto to Modern
Jacqueline Rhodes

Links radical feminist writings of the 1960s and 1970s to contemporary online women’s networks.

This book traces the intersection of radical feminism, composition, and print culture in order to address a curious gap in feminist composition studies: the manifesto-writing, collaborative-action-taking radical feminists of the 1960s and 1970s. Long before contemporary debates over essentialism, radical feminist groups questioned both what it was to be a woman and to perform womanhood, and a key part of that questioning took the form of very public, very contentious texts by such writers and groups as Shulamith Firestone, the Redstockings, and WITCH (the Women’s International Terrorist Conspiracy from Hell). Rhodes explores how these radical women’s texts have been silenced in contemporary rhetoric and composition, and compares their work to that of contemporary online activists, finding that both point to a “network literacy” that blends ever-shifting identities with ever-changing technologies in order to take action. Ultimately, Rhodes argues, the articulation of radical feminist textuality can benefit both scholarship and classroom as it situates writers as rhetorical agents who can write, resist, and finally act within a network of discourses and identifications.

“This is a fresh, original treatment of a neglected area in feminist studies, and Rhodes does an admirable job of opening up the complexities. This book fills a major gap in the scholarship by recuperating radical feminist discourse.” —Lynn Worsham, coeditor of Postmodern Sophistry: Stanley Fish and the Critical Enterprise

Jacqueline Rhodes is Assistant Professor of English at California State University at San Bernardino.

A volume in the SUNY series in Feminist Criticism and Theory
Michelle A. Masse, editor

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T his book profiles local and national efforts to transform urban education and reinvent urban teacher preparation. It describes real programs in real urban schools that have developed policy initiatives that promote educational equity, community-based curricula, and teacher education and parent empowerment programs that emphasize democratic collaboration among universities, urban teachers, parents, and community members. By involving all stakeholders, this comprehensive approach provides a model for creating urban schools that not only excite and inspire, but also serve as engines for social change. Contending that urban education reform will fail without public engagement and a commitment to social justice, the contributors challenge urban educators to become accountable to their students.

At the University at Buffalo, State University of New York, Lauri Johnson is Assistant Professor of Urban Education and coauthor (with Sally Smith) of Dealing with Diversity through Multicultural Fiction: Library-Classroom Partnerships, and Mary E. Finn is former Director of the Urban Education Institute. Rebecca Lewis is N C A T E Coordinator at the State University of New York College at Geneseo.

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Beyond Silenced Voices

Class, Race, and Gender in United States Schools, Revised Edition
Lois Weis and Michelle Fine, editors

A thoroughly revised and updated edition of the classic text. Focuses on the roles of hope, participation, and change in reforming American schools.

Resting on the belief that educators must be at the center of informing education policy, the contributors to this revised edition of the classic text raise tough questions that will both haunt and invigorate pre- and in-service educators. They explore the policies and practices of structuring exclusions; they listen hard to youth living at the margins of race, class, ethnicity, and gender; and they wrestle with fundamental inequalities of space in order to educate for change. Written from the perspective of researchers, policy analysts, teachers, and youth workers, the book reveals a shared belief in education that “could be,” and a shared concern about schools that currently reproduce class, race and gender relations, and privilege.

Lois Weis is Professor of Sociology of Education at the University at Buffalo, State University of New York. Michelle Fine is Distinguished Professor of Psychology at the Graduate Center, City University of New York. Together they have edited many books, including Working Method: Research and Social Justice and (with Linda Powell and L. Mun Wong) Off White: Readings on Race, Power, and Society.

M arch / 336 pages
Illustrated: 12 tables
$25.95 pb ISBN 0-7914-6462-8
$86.50 hc ISBN 0-7914-6461-X

Preparing for Inclusive Teaching

Meeting the Challenges of Teacher Education Reform
Elizabeth Bondy and Dorene D. Ross, editors

Grounded in the reform effort of a large state university with a history of excellence in teacher education, this book provides teacher educators and institutions with a valuable resource for navigating the choppy waters of reform. Contributors, all involved in the reform process, tell the story of the University of Florida’s efforts in the mid-1990s to unify general and special education in its teacher education program. The book examines various aspects of the reform process, explains challenges faced by teacher educators within today’s context and particularly within the context of large research institutions, presents strategies leaders use to keep reform on track in spite of challenges, and includes detailed descriptions of the nature and structure of the reform program.

At the University of Florida’s School of Teaching and Learning, Elizabeth Bondy is Associate Professor of Elementary Teacher Education and Dorene D. Ross is Professor of Elementary Teacher Education. They are the coauthors (with Diane W. Kyle) of Reflective Teaching for Student Empowerment: Elementary Curricula and Methods.

A volume in the SUNY series, Teacher Preparation and Development
Alan R. Tom, editor

February / 288 pages
Illustrated: 2 figures
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$78.50 hc ISBN 0-7914-6357-5

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MEANINGFUL URBAN EDUCATION REFORM

Confronting the Learning Crisis in Mathematics and Science
Kathryn M. Borman and Associates

Summarizes findings of a long-term study of math and science education reforms in Chicago, El Paso, Memphis, and Miami.

Based on a three-year study of the National Science Foundation’s Urban Systemic Initiative, Meaningful Urban Education Reform is an overview of recent attempts to change teaching in mathematics and science in urban environments. The book evaluates the impact of educational reform on urban schools, determines how schools with the highest levels of poverty in the United States can make successful changes, and investigates how communities and policy makers contribute to student achievement.

Kathryn M. Borman is Professor of Anthropology and Associate Director of the David C. Anchin Center at the University of South Florida. She has collaborated on and coedited numerous books, including Ethnic Diversity in Communities and Schools: Recognizing and Building on Strengths (with M.Yvette Baber and Associates); Adolescent Years: Social Influences and Educational Challenges (coedited with Barbara Schneider); and Changing American Education: Recapturing the Past or Inventing the Future? (coedited with Nancy P. Greenman), also published by SUNY Press.

A volume in the SUNY series, Power, Social Identity, and Education
Lois Weis, editor

February / 352 pages
Illustrated: 34 tables, 3 figures
$27.95 pb ISBN 0-7914-6330-3
$89.50 hc ISBN 0-7914-6329-X

SPEAKING THE LOWER FREQUENCIES

Students and Media Literacy
Walter R. Jacobs

Shows how using texts from popular culture in the classroom can help young people become critical consumers of media without losing the pleasure they derive from it.

Speaking the Lower Frequencies demonstrates how students can be critical consumers of media while retaining the pleasure they derive from it. In Walter R. Jacobs’s classes on media and society, students use the instructor’s experiences as a model for investigating their own histories. By creating new social contexts and meanings, the students learn to “speak the lower frequencies.” Jacobs looks at the students’ reception and critique of pop culture texts like the movie I Like It Like That and the television show The X-Files to provide evidence for the effects of alternative pedagogy on critical literacy. He shows that when students are encouraged to be more than just passive receptors of the media they learn to develop active, critical voices that they use both inside and outside the classroom. Jacobs also explains how students can become more aware and active in attempts to create democratic possibilities for themselves and others.

“This boldly imaginative work takes discourse on teaching, race, whiteness, critical pedagogy, and the classroom to a new level. There is much to be learned here, especially that the classroom is a sacred site, as well as a place of danger where students and teachers take risks. Jacobs shows us how to have meaningful conversations about race, self, and democracy in this special place. For this, a great debt is owed.” — Norman K. Denzin, author of Performance Ethnography: Critical Pedagogy and the Politics of Culture

Walter R. Jacobs is Assistant Professor of Social Sciences at the University of Minnesota and the coeditor (with Jeffrey R. Di Leo) of If Classrooms Matter: Progressive Visions of Educational Environments.

March / 192 pages
Illustrated: 3 figures
$71.50 hc ISBN 0-7914-6395-8
The Soul: Toward a Spiritual Curriculum, also published many books, including at the University of Toronto. He has Ontario Institute for Studies in Education Centre for Teacher Development at the

Explores the theory, practice, and poetics of spiritual and holistic education.

In Holistic Learning and Spirituality in Education, scholars from around the globe address the theory, practice, and poetics of holistic education. Some of the topics explored include educating the soul; partnership education; nourishing adolescents’ spirituality; education and the modern assault on being human; the Eros of teaching; personal creativity as soul work; pedagogies of compassion; and meditation, masculinity, and meaningful life.

John P. Miller is Professor and Head of the Centre for Teacher Development at the Ontario Institute for Studies in Education at the University of Toronto. He has published many books, including Education and the Soul: Toward a Spiritual Curriculum, also published by SUNY Press. Selia Karsten is Professor of Marketing and e-Business at Seneca College and also teaches in the Curriculum, Teaching, and Learning Department at the Ontario Institute for Studies in Education at the University of Toronto. Diana Denton is Assistant Professor of Speech Communication at the University of Waterloo. Deborah Orr is Assistant Professor of Humanities at York University. Isabella Colalillo Kates is a writer, poet, and holistic educator based in Toronto.

February / 256 pages
Illustrated: 2 tables, 1 figure
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STRUGGLES OVER DIFFERENCE
Curriculum, Texts, and Pedagogy in the Asia-Pacific
Yoshiko Nozaki, Roger Openshaw, and Allan Luke, editors

Disrupts popular myths about education in Asia and the Pacific.

Struggles over Difference addresses education, schools, textbooks, and pedagogies in various countries of the Asia-Pacific, offering critical curriculum studies and policy analyses of national and regional educational systems. These systems face challenges linked to new economic formations, cultural globalization, and emergent regional and international geopolitical instabilities and conflicts. Contributors offer insights on how official knowledge, text, discourse, and discipline should be shaped; who should shape it; through which institutional agencies it should be administered; and social and cultural practices through which this should occur.

Yoshiko Nozaki is Assistant Professor of Educational Leadership and Policy at the University at Buffalo, State University of New York. Roger Openshaw has a Personal Chair in Education History at Massey University at Palmerston North in New Zealand. Allan Luke is Professor of Education at the Centre for Research in Pedagogy and Practice, National Institute of Education, Nanyang Technological University in Singapore.

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