CONVERGING ALTERNATIVES
The Bund and the Zionist Labor Movement, 1897–1985
Yosef Gorny

The first comparative study of two major Jewish labor movements.

Converging Alternatives provides the first comparative study of the national ideology of two rival Jewish socialist movements: the Bund party and the Zionist Labor movement in Eretz-Israel (Palestine). Yosef Gorny traces the concept of the Jewish nation from the foundation of the Bund and the first Zionist Congress in 1897 until the remains of the Bund decided to join the Jewish local and world institutions in 1985. The following events from those years are covered: the Soviet Revolution, the Balfour declaration, the founding of the Polish Republic, the British Mandate on Palestine, the rise of the Nazi party in Germany, the Jewish-Arab conflict, the Holocaust, and the gradual disappearance of the two movements from the historical stage. This innovative approach to the Bund and Zionist movements helps explain the connection between nationalism and multiculturalism in the Jewish modern tradition.

“Gorny deals with an important and timely subject, namely the development of modern Jewish nationalism. No one has studied this subject in the way Gorny has, by examining the positions on the critical issue of Jewish nationhood of two major left-wing movements within the Jewish community.” — Abraham Ascher, author of The Revolution of 1905: A Short History

Yosef Gorny is Professor of Jewish History at Tel-Aviv University. He is the author of many books, including The British Labour Movement and Zionism, 1917–1948.

A volume in the SUNY series in Israeli Studies
Russell Stone, editor

JANUARY | 336 pp.
$75.00 hc 0-7914-6659-0

GRAPPLING WITH THE GOOD
Talking about Religion and Morality in Public Schools
Robert Kunzman

Asks whether public schools can and should help students discuss moral disagreements, even when religion is involved.

Weaving together history, philosophy, and curriculum, Grappling with the Good offers a vision of public education in which students learn to engage respectfully with the diversity of beliefs about how to live together in society. Robert Kunzman argues that we can and should help students learn how to talk about religion and morality, and bring together our differing visions of life. He describes how such an approach might work in the K–12 setting, explores central philosophical principles, and shares his ongoing experiences and insights in helping students to “grapple with the good.”

“This is a book of great significance and originality. In an age of increasing religious diversity, Kunzman provides a powerful argument that public schools should renounce the neutrality or hands-off doctrine that has characterized their attitude toward religion since the 1950s. Kunzman writes like a dream, with a no-nonsense style that is exceptionally clear and concise for a work that covers extremely difficult ideas.” — Rob Reich, author of Bridging Liberalism and Multiculturalism in American Education

“Clear, well researched, and well argued, this book makes a strong case for broader and deeper discussion of ethical issues in our classroom. Personal religious frameworks and their compatibility with broader civic life are discussed in a particularly sensitive and nuanced way.” — Peter Volker, Columbus Public Schools

Robert Kunzman is Assistant Professor of Education at Indiana University at Bloomington and a public high school teacher.

A volume in the SUNY series, The Philosophy of Education
Philip L. Smith, editor

FEBRUARY | 208 pp.
2 figures
$22.95 pb 0-7914-6686-8
$68.50 hc 0-7914-6685-X

JEWISH STUDIES | EDUCATION
GRADUATING CLASS
Disadvantaged Students Crossing the Bridge of Higher Education
Latty L. Goodwin
Foreword by Lois Weis

Students from poor and working-class families struggle to succeed and graduate from an elite university.

In Graduating Class, Latty L. Goodwin tells the story of a group of students from poor and working-class families who struggle against all odds to graduate from an elite university. The author explores the lived experiences of an engaging group of college students and shares their stories of trials and tribulations, joys and sorrows, and their frustrations and successes. Goodwin shows that even though the affirmative action debate was recently “settled” in the Supreme Court, universities are still left to grapple with defining who is deserving, meritorious, and qualified for admission. This timely story of hope and of students persevering through academic adversity poignantly demonstrates the justice of democratic access to higher education.

“This is a vivid recollection of the life experiences of students of color in an Ivy League university. The topic is significant and it speaks to the need to keep the doors of higher education institutions open to working-class students of color.” — Marta Baltodano, coeditor of The Critical Pedagogy Reader

“Those of us in higher education concerned with attracting diverse students to our programs have much to learn from this book. The author brings up important intellectual issues concerning motivation, affirmative action, and the academic culture.” — Patricia A. Scully, coauthor of Families, Schools, and Communities: Building Partnerships for Educating Children, Third Edition

Latty L. Goodwin is Associate Professor of Educational Development and Director of the First Year Enrichment Program at Rochester Institute of Technology.

MARCH | 240 pp.
$24.95 pb 0-7914-6742-2
$74.50 hc 0-7914-6741-4

INNOVATIONS IN TEACHER EDUCATION
A Social Constructivist Approach
Clive Beck and Clare Kosnik

Presents key principles of teacher education and concrete examples from successful programs.

This book offers a comprehensive, “social constructivist” approach to preservice education. Written in a clear, accessible style, it presents key principles of teacher education and concrete examples from eight successful programs in Australia, Canada, and the United States. It extends constructivism beyond Piaget and Vygotsky to more recent theorists such as Barthes and Derrida, indicating how such an approach can lead to engaging, effective education. Clive Beck and Clare Kosnik advocate an approach to teacher education that is highly original, linking integration, community components, and inquiry to a degree not commonly found in preservice programs, and they show in detail how to implement these elements.

“I wish a book like this had been around a decade ago when I was immersed in the difficult work of preparing preservice teachers! It is filled with wonderful examples of many faculty action research projects that collectively and slowly helped to build top-notch teacher education programs, and it also does an excellent job of giving away the top secrets of gaining the institutional support one needs to take innovations to action.” — Anastasia P. Samaras, author of Self-Study for Teacher Educators: Crafting a Pedagogy for Educational Change

“The strong theoretical grounding of the book combined with the varied examples that connect theory to practice make this book a useful tool for those of us struggling with doing teacher education from a social constructivist perspective.” — Marilyn Johnston-Parsons, coeditor of Collaborative Reform and Other Improbable Dreams: The Challenges of Professional Development Schools

At the Ontario Institute for Studies in Education (OISE) at the University of Toronto, Clive Beck is Professor of Education. Clare Kosnik is Associate Professor of Education at OISE and is currently the Executive Director of the Teachers for a New Era project at Stanford University.

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

APRIL | 192 pp.
$21.95 pb 0-7914-6718-X
$65.50 hc 0-7914-6717-1
INQUIRY AND EDUCATION
John Dewey and the Quest for Democracy
JAMES SCOTT JOHNSTON

Provides a central role for Dewey’s talk of education and how it fits into his overall philosophy.

Inquiry and Education offers a lucid and challenging interpretation of John Dewey, his critics, and his supporters. Thematically organized, the book focuses on four of Dewey’s preeminent concerns—inquiry, growth, community, and democracy—and their close association with formal education. This book fills a void in the literature on Dewey by providing the first critical exploration of the philosopher’s talk of education and how this fits into his overall philosophy. James Scott Johnston develops Dewey’s thinking and suggests that Dewey’s theory of inquiry is best described as self-correcting and context-bound.

“Johnston’s deft analysis of the charges advanced against Dewey by his many critics expands our understanding of the relation of his educational theories to his wider philosophical project.” — Larry Hickman, Director of the Center for Dewey Studies, Southern Illinois University Carbondale

“I like how the author lays out the richness of the Deweyan tradition as it has impacted the philosophical debates of the twentieth century.” — Kathleen Knight Abowitz, Miami University

James Scott Johnston is Assistant Professor of Philosophy and Education at Queen’s University, Ontario.

A volume in the SUNY series, The Philosophy of Education
Philip L. Smith, editor

APRIL | 288 pp.
$24.95 pb 0-7914-6724-4
$74.50 hc 0-7914-6723-6

MAKING MODERN LIVES
Subjectivity, Schooling, and Social Change
JULIE MCLEOD AND LYN YATES

Examines the effects of schooling on young people’s values, choices, and identities.

Making Modern Lives looks at how young people shape their lives as they move through their secondary school years and into the world beyond. It explores how they develop dispositions, attitudes, identities, and orientations in modern society. Based on an eight-year study consisting of more than 350 in-depth interviews with young Australians from diverse backgrounds, the book reveals the effects of schooling and of local school cultures on young people’s choices, future plans, political values, friendships, and attitudes toward school, work, and sense of self. Making Modern Lives uncovers who young people are today, what type of identities and inequalities are being formed and reformed, and what processes and politics are at work in relation to gender, class, race, and the framing of vocational futures.

“This is a brilliant book because it balances so well the relationship between the structural issues that help to promote inequality with the biographical experiences of the researchers’ informants. Few books have either the breadth that this one does, or the thoughtfulness in addressing the topic.” — Sari Knopp Biklen, author of School Work: Gender and the Cultural Construction of Teaching and coauthor of Qualitative Research for Education, Fourth Edition

Julie McLeod is Senior Lecturer in Education at Deakin University, Australia. Lyn Yates is Foundation Professor of Curriculum at the University of Melbourne, Australia, and the author of The Education of Girls: Policy, Research, and the Question of Gender.

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

MAY | 288 pp.
$27.95 pb 0-7914-6768-6
$83.50 hc 0-7914-6767-8
FROM CENTER TO MARGINS
The Importance of Self-Definition in Research
Diane S. Pollard and Olga M. Welch, editors
Foreword by Christine E. Sleeter

Considers perspectives from a diverse group of women educational researchers of color who center their discussion within the margins rather than from the center.

In From Center to Margins, women educational researchers of color, trained in mainstream Euro-American traditions, interpret the experiences of those, including themselves, who are marginalized by these very traditions. Deliberately looking at research from within the margins rather than from the center, the contributors detail how their perspectives influence the way they frame questions for study, develop procedures to investigate them, and devise strategies for answering them. The contributors offer an alternative to the dominant perspective in educational research that uses its power to determine who shall be centered and who, marginalized. This book presents the margins, where women and other people of color reside intellectually, not as deficient areas from which we need to escape, but as legitimate sites where knowledge, useful to wider audiences, has been and will continue to be generated.

“The contributors speak to the ways in which women researchers of color and their research questions and approaches are so often marginalized in the academy. Their experiences are important for the field to understand and learn from in order to enrich our approaches to educational research.” — Lee Anne Bell, coeditor of Teaching for Diversity and Social Justice: A Sourcebook

Diane S. Pollard is Professor Emeritus of Educational Psychology at the University of Wisconsin at Milwaukee. She is the coeditor (with Cheryl S. Ajirututu) of African-Centered Schooling in Theory and Practice. Olga M. Welch is Professor and Dean of the School of Education at Duquesne University and the coauthor (with Carolyn R. Hodges) of Standing Outside on the Inside: Black Adolescents and the Construction of Academic Identity, also published by SUNY Press.

IN THE GAME
Gay Athletes and the Cult of Masculinity
Eric Anderson
Examines the relationship between gay male athletes, sport, and American masculinity.
$18.95 pb 0-7914-6534-9

THE MORAL WARRIOR
Ethics and Service in the U.S. Military
Martin L. Cook
Explores the moral dimensions of the current global role of the U.S. military.
$21.95 pb 0-7914-6242-0

ISLAM AND THE DESTINY OF MAN
Charles Le Gai Eaton
A wide-ranging study of the Muslim religion from a unique point of view. The author, a former member of the British Diplomatic Service, was brought up as an agnostic and embraced Islam at an early age after writing a book on Eastern religions and their influence upon Western thinkers. The aim of this book is to explore what it means to be a Muslim, a member of a community which embraces a quarter of the world’s population and to describe the forces which have shaped the hearts and the minds of Islamic people.
$29.95 pb 0-88706-163-X

READING OPRAH
How Oprah’s Book Club Changed the Way America Reads
Cecilia Konchar Farr
An analysis of how Oprah’s Book Club has changed America’s reading habits.
$17.95 pb 0-7914-6258-7