NEW IN PAPER

GENDER AND STORY IN SOUTH INDIA
Leela Prasad, Ruth B. Bottigheimer, and Lalita Handoo, editors

Indian women scholars present and discuss tales about women, bringing new insights about gender and the moral universe of the folk narrative.

Gender and Story in South India presents exciting ethnographic research by Indian women scholars on Hindu and Muslim women-centered oral narratives. The book is unique for its geographic and linguistic focus on South India, for its inclusion of urban and rural locales of narration, and for its exploration of shared Hindu and Muslim female space. Drawing on the worldviews of South Indian female narrators in both everyday and performative settings, the contributors lead readers away from customary and comfortable assumptions about gender distinctions in India to experience a more dialogical, poetically ordered moral universe that is sensitive to women’s material and spiritual lives.

JUNE | 151 pp
$17.95 pb 978-0-7914-6872-2

CONFUCIANISM AND WOMEN
A Philosophical Interpretation
Li-Hsiang Lisa Rosenlee

Challenges accepted beliefs that Confucianism is a cause of women’s oppression and explores Confucianism as an ethical system compatible with gender parity.

Confucianism and Women argues that Confucian philosophy—often criticized as misogynistic and patriarchal—is not inherently sexist. Although historically bound up with oppressive practices, Confucianism contains much that can promote an ethic of gender parity. Attacks on Confucianism for gender oppression have marked China’s modern period, beginning with the May Fourth Movement of 1919 and reaching prominence during the Cultural Revolution of the 1960s and 1970s. The West has also readily characterized Confucianism as a foundation of Chinese women’s oppression. Author Li-Hsiang Lisa Rosenlee challenges readers to consider the culture within which Confucianism has functioned and to explore what Confucian thought might mean for women and feminism.

JUNE | 200 pp
$21.95 pb 978-0-7914-6750-3

Featured Title

IDEAS THAT WORK IN COLLEGE TEACHING
Robert L. Badger, editor

Fifteen authors from thirteen different disciplines discuss their varied approaches to teaching.

As members of the faculty of the same college, the State University of New York at Potsdam, the fifteen contributors to this book have the unique experience of working from the same pool of students in order to explore how to improve teaching, enhance learning, and make the classroom more interesting. Together professors from thirteen different disciplines—art, biology, computer science, education, geology, history, math, modern languages, philosophy, physics, politics, psychology, and sociology—discuss their varied approaches to teaching. They offer ideas and philosophies that have been tried and have been successful and discover that nothing works for all students, but nearly everything works for at least a few.

Robert L. Badger is Professor and Chair of the Department of Geology at State University of New York at Potsdam and the author of Geology along Skyline Drive: A Self-Guided Tour for Motorists.

OCTOBER | 176 pp | 2 tables, 2 figures
$17.95 pb 978-0-7914-7220-0
$53.50 hc 978-0-7914-7219-4

CONTRIBUTORS
Sergei Abramovich
Robert L. Badger
Lawrence P. Brehm
Peter S. Brouwer
Walter J. Conley
David Curry
Caroline Downing
Joel Foisy
William E. Herman
John Massaro
Galen Fletcher
Oscar Sarmiento
Heather Sullivan-Catlin
Liliana Trevizán
SUNY Potsdam
Peg Wesselink
Gulfport, FL
Ronald Woodbury
St. Augustine, FL
Free School Teaching is the personal and professional journey of one teacher within the American educational system. Faced with mounting frustrations in her own traditional, middle school classroom and having little success in resolving them, Kristan Accles Morrison decided to seek out answers, first by immersing herself in the academic literature of critical education theory and then by turning to the field. While the literature on progressive education gave her hope that things could be different and better for students locked into America’s traditional education system, she wanted to find a first-hand example of how these ideas played out in practice. Morrison found a radical “free school” in Albany, New York, that embodied the hand example of how these ideas played out in practice. Morrison details the lessons she learned about teachers, students, curriculum, and the entire conception of why we educate our children.

“The effects of standardized competitive schooling are severe and they need to be critically reported as publicly and as often as possible. The stories of democratic schools, such as the one profiled here, provide inspirational alternatives. This is a book with an important story to tell.” — Ron Miller, author of Free School, Free People: Education and Democracy after the 1960s

Kristan Accles Morrison is Assistant Professor of Educational Foundations in the School of Teacher Education and Leadership at Radford University.

JUNE | 208 pp
$22.95 pb 978-0-7914-7148-7
$68.50 hc 978-0-7914-7147-0

Featured Title
FREE SCHOOL TEACHING
A Journey into Radical Progressive Education
Kristan Accles Morrison

Chronicles the author’s personal and professional journey within the American educational system.

Engages the complexities of teaching Latino/a students at Hispanic-Serving Institutions.

Lessons Learned at Hispanic-Serving Institutions
Cristina Kirklighter, Diana Cárdenas, and Susan Wolff Murphy, editors

This groundbreaking collection brings together the eclectic voices of two-year and four-year writing teachers at Hispanic-Serving Institutions (HSIs) throughout the United States to explore the complexities of teaching writing with Latino/a students. Made up of narratives, qualitative studies, and conversations, the book presents the theories and practices of these experienced teachers. Its strength lies in the diversity of perspectives and methods used by these teachers to address many of the issues central to teaching Latino/a and other minority students: acknowledgment of difference, respect for diversity, student identity, students’ right to their own language, and the valuing of home and school literacies and languages.

“I … admire the unconventional approach that many of the contributors adopt: seeing the Hispanic writer as far more complex than is usually portrayed.” — Howard Tinberg, coeditor of What Is “College-Level” Writing?

At Texas A&M University at Corpus Christi, Cristina Kirklighter is Associate Professor of English, Diana Cárdenas is Associate Professor of English, and Susan Wolff Murphy is Assistant Professor of English.

AUGUST | 240 pp
$24.95 pb 978-0-7914-7194-4
$74.50 hc 978-0-7914-7193-7

Featured Title
TEACHING WRITING WITH LATINO/A STUDENTS
Lessons Learned at Hispanic-Serving Institutions
Cristina Kirklighter, Diana Cárdenas, and Susan Wolff Murphy, editors

CONTRIBUTORS
Robert J. Affeldt
U. of TX-Pan American, Edinburg
Jennifer Anderson
U. of Houston
Isabel Araiza
TX A&M U.
Isa Arreola-Vega
U. of Miami
Isabel Baca
U. of TX, El Paso
Diana Cárdenas
TX A&M U.
Humberto Cárdenas
Laredo Comm. Coll., South, TX
Peter Caravos
TX A&M U.
Elizabeth I. Doud
U. of Miami
Cathy Freeze
TX A&M U.
Misty Lynn García
Aranza Pass, TX
Susan Loudenslark Garza
TX A&M U.
Rachel Edom-Hall
Corpus Christi, TX
Barbara Jaffe
El Camino Coll.
Rebecca Jones
U. of TN at Chattanooga
Michelle Hall Kells
U. of NM, Albuquerque
Cristina Kirklighter
TX A&M U.
Dundie Lackey
MI State U.
Jody Millward
Santa Barbara City Coll.
Beatrice Méndez Newman
U. of TX-Pan American, Edinburg
Maranne Pita
Bronx Comm. Coll.
Dora Ramírez-Dhooore
Bone State U.
Jennifer Nelson Reynolds
Embury-Riddle U.
David Starkey
Santa Barbara City Coll.
Sandra Starkey
Santa Barbara City Coll.
Belkys Torres
U. of Notre Dame
Sharon Utakis
Bronx Comm. Coll.
Sandra Valencia
Del Mar Coll.
Billy D’Watson
Memorial Middle School in Kingsville, TX
Susan Wolff Murphy
TX A&M U.
Elizabeth Worden
U. of Southern MS, Hattiesburg
Stacy Wyatt
 Tomball Coll.
GETTIN’ MY WORD OUT
Voices of Urban Youth Activists
LEONISA ARDIZZONE

Addresses the social, educational, and political implications of youth activism, especially peace activism.

At a time when many adults criticize young people as being self-absorbed and apolitical, this book demonstrates, through research conducted with inner-city youth activists, the inaccuracy of this judgment. Working through nonformal activist organizations, Leonisa Ardizzone examines how youth activists respond to injustice, counteract violence, practice social responsibility, and form collaborative networks of individuals and organizations. These peace-builders embody the core values of peace education. They and their nonformal activist organizations model practices and methods that, if applied to formal education, would not only create more humane learning experiences for all, but would also reconfirm education as a catalyst and framework for personal and social transformation.

“Gettin’ My Word Out addresses an important topic that has not been addressed in many others books. I particularly liked the inclusion of student voices throughout the text. There is relatively little scholarly work devoted to youth activism despite the fact that there is considerable interest in this topic.” — Pedro Noguera, coeditor of Beyond Resistance! Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America’s Youth

With years of experience as a teacher and teacher educator, Leonisa Ardizzone is Executive Director of the Salvadori Center in New York City.

AUGUST | 128 pp | 3 tables, 3 figures
$14.95 pb 978-0-7914-7180-7
$44.50 hc 978-0-7914-7179-1

THE LOCATIONS OF COMPOSITION
CHRISTOPHER J. KELLER and CHRISTIAN R. WEISSER, EDITORS

Explores the concepts of space and place within composition studies.

The Locations of Composition examines how spaces, places, and locations define, problematize, and shape composition studies. From a wide variety of perspectives, including critical theory, rhetoric, cultural geography, genre theory, postcolonial studies, and media studies, the contributors explore the disciplinary boundaries and authority of composition studies, how teachers of writing can engage students in more place-centered pedagogies, and how compositionists can sort through the often hidden and intricate relationships between and among composition’s places. The book reveals the complex ways that places are central to the field’s history, identity, and ability to move and change.

“What I like best about this collection is its equal commitment to theory and praxis. Composition specialists will appreciate the range of theoretical positions expressed. Practitioners of composition teaching (even those who do not consider themselves compositionists) will find a wealth of practical ideas, as well as a cogent discussion of the theoretical underpinnings of location, space, and place in composition studies.” — Annie Merrill Ingram, Davidson College

JUNE | 304 pp | 3 b/w photos, 4 tables, 4 figures
$29.95 pb 978-0-7914-7146-3
$89.50 hc 978-0-7914-7145-6
WHY COMMUNITY MATTERS
Connecting Education with Civic Life
NICHOLAS V. LONGO

Provides a fresh perspective on the undeniable relationship between education reform and democratic revitalization.

Providing a new perspective on the undeniable relationship between education reform and democratic revitalization, Nicholas V. Longo uncovers and examines practical models in which communities play an essential role in teaching the art of democracy.

“Nicholas Longo tells the story of how real civic education goes on in a book that opens the door for concerned Americans to the many institutions that can and do shape the civic attitudes and skills of young people.” — David Mathews, President, Charles F. Kettering Foundation

“Longo’s Why Community Matters is an outstanding work that unearths unknown connections between Hull House and Highlander Folk School, two pivotal community-rooted sites in America in the twentieth century, and their contemporary offspring, the Neighborhood Learning Community in St. Paul, Minnesota. It brings all these to life with vivid stories, gripping history, and a compelling interpretative framework that recasts ‘education for democracy’ in citizen centered terms. This is a book of abundant hope, expressed through voices of new immigrants, organizers, young people, and educators of all kinds.” — Harry C. Boyte, Codirector, Center for Democracy and Citizenship, Hubert H. Humphrey Institute, University of Minnesota

“There is perhaps no more central question for the future of American society than how to educate for democracy. Longo’s impressive and hopeful Why Community Matters persuasively makes the case that schools and communities must connect if schools are to succeed and America is to fulfill its democratic promise. Longo convincingly calls on schools, communities, and universities to act and give full attention to the democratic work of building democracy.” — Ira Harkavy, Associate Vice President and Director, Center for Community Partnerships, University of Pennsylvania

NICHOLAS V. LONGO is Director of the Harry T. Wilks Leadership Institute and Assistant Professor in the Department of Educational Leadership at Miami University in Ohio as well as Associate at the Kettering Foundation.

AUGUST | 192 pp
$21.95 pb 978-0-7914-7198-2
$65.50 hc 978-0-7914-7197-5

THE STRUCTURE AND AGENCY OF WOMEN’S EDUCATION
MARY ANN MASLAK, editor

Offers research on educational policies, programs, and practices for adolescent girls and young women, from both comparative and international perspectives.

This collection examines the educational policies, programs, and practices that offer and/or deny adolescent girls and young women the opportunity for change and advancement, from both comparative and international perspectives. Grounded in social and feminist theory, the essays focus on the dynamic interaction between agency and structure. The first part of the book outlines fundamental principles of public policy and provides examples of their application. Part two explores, within the context of globalization, the impact of international organizations—large and small—on the local level. Part three looks at the influence of sociocultural forces on women’s ability to participate in educational programs. Part four proffers innovative methodologies that demonstrate how the agency of voice within the structure of the research setting ultimately furthers our understanding of women’s education.

Throughout the book, the complexities in delivering and improving education for females in India, China, Kenya, the United States, and other parts of the world are revealed.

MARY ANN MASLAK is Associate Professor of Education at St. John’s University and author of Daughters of the Tharu: Gender, Ethnicity, Religion, and the Education of Nepali Girls.

NOVEMBER | 304 pp | 15 tables, 4 figures
$29.95 pb 978-0-7914-7276-7
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CONTRIBUTORS
David Chapman
U. of MN
Amira Chudgar
U. of MI
Jackie Kirk
McGill Ctr. for Research and Teaching on Women, Montreal, Canada
Cathryn Magno
Southern CT State U.
Karen Monkman
DePaul U.
Heidi Ross
IN U., Bloomington
Vilma Seeberg
Kent State U.
Sandi Stacki
Hofstra U.
Nelly Stromquist
USC
Rebecca Winthrop
NY, NY
Alex Wiseman
U. of Tulsa