Dear Colleagues,

As we look forward to this season of exciting books, I am immensely proud of the Georgetown UP team, our authors and advisers, and all of the Georgetown UP family for truly living Georgetown University’s values of cura personalis—care for the whole person—and service to the common good. This catalog also marks the debut of our new visual identity. It’s our hope that our logo represents these values, our history and deep connection with the university’s mission, and our ambitions as a scholarly publisher. We are deeply grateful to all of you and to the bookselling community for your continuing partnership in communicating the ideas of our authors to a wide audience of interested readers.

Sincerely,

Al Bertrand
Director
The Future of Business Journalism
Why It Matters for Wall Street and Main Street
CHRIS ROUSH
Foreword by David Callaway

Business owners, consumers, and employees have long relied on the news to make financial decisions—what to buy, who to hire, and what products to sell. In the twenty-first century, that news has shifted. Only the big businesses and executives can afford expensive subscriptions, while most consumers and small business owners are left scrambling to find the news they need to succeed and thrive.

In *The Future of Business Journalism*, veteran business journalist and professor Chris Roush explains the causes, reveals the consequences, and offers potential solutions to this pressing problem. Roush delves into how the crisis occurred, from the disintegration of the once-strong relationship between businesses and media to the media’s focus on national coverage at the expense of local news. He reveals how these trends result in major “coverage deserts.”

Roush shows how businesses, journalists, and media can work together to support the economic and financial literacy needed for an informed citizenry. He recommends that media organizations take advantage of technological innovations to provide better business news content, suggests that journalism programs require budding reporters to take more business courses, and encourages businesses to fund journalism programs. This insightful overview of the current state of business journalism reveals its strengths and weaknesses and shows how Main Street can regain access to the news it needs.

CHRIS ROUSH is the dean of the School of Communications at Quinnipiac University. He previously spent seventeen years at the University of North Carolina at Chapel Hill, where he started its business journalism program. He is the author or coauthor of ten books, including the textbook *Show Me the Money: Writing Business and Economics Stories for Mass Communication*. He has won awards for business journalism teaching and has taught business journalism on five continents.

“No one understands business journalism, with its great strengths and its spectacular weaknesses, better than Chris Roush. If you believe good journalism has a role to play in creating good business and, ultimately, good societies, you should read this book.”

—Alan Murray, CEO, Fortune Media

“A remarkably intelligent look at the shortcomings of modern business and financial journalism with an unambiguous blueprint for how to elevate the profession in the genuine service of readers and viewers.”

—Dean Rotbart, former *Wall Street Journal* reporter

“No one understands business journalism, with its great strengths and its spectacular weaknesses, better than Chris Roush. If you believe good journalism has a role to play in creating good business and, ultimately, good societies, you should read this book.”

—Penelope Muse Abernathy, author of *News Deserts and Ghost Newspapers: Will Local News Survive?*
The New Health Economy
Ground Rules for Leaders
GARY BISBEE JR., DONALD TRIGG, AND SANJULA JAIN
Foreword by Ron Adner

Over the past decade, the health economy has experienced the most dramatic change since the passage of Medicare and Medicaid in 1965. The Affordable Care Act's expansion of Medicaid, demographic-driven Medicare growth, and the digitization of health records have rapidly changed the traditional dynamics of the field—and the pandemic has accelerated this process. Experienced and aspiring health sector leaders must navigate an increasingly complex health care landscape to improve our health care system now and in the future.

The New Health Economy provides health professionals with a 360-degree look at the field by exploring four pillars of the health economy: politics, policy, providers, and personalization. Drawing from interviews with top leaders in the field—including a former CDC director, a former FDA commissioner, and the current CEOs of Pfizer and Johnson & Johnson—this essential guide compares each sector before and during the COVID-19 crisis. These comparisons shed light on how the pandemic has accelerated recent trends in health care and provide leaders with an outline for a strategic path forward.

EXPERTS DISCUSS THE NEW HEALTH ECONOMY

The following excerpts come from interviews conducted by the authors over the course of 2020 as these health care leaders offered real-time thoughts on the COVID-19 crisis and its implications for health care politics.

“Out of every crisis, there comes an opportunity to rethink the way that we do everything. Coming out of this, a few changes that will actually be good for us as a society and as a country would be a reprioritization of public health policy. We clearly are gaining an understanding that without a strong public health policy and outcomes, we can’t have a strong economy, we can’t have strong security, and we can’t have a strong society. Making those appropriate investments and keeping them consistent going forward is going to be more important than ever.”

—Alex Gorsky, CEO, Johnson & Johnson

“The science of public health should not be political. That’s why inclusion of those leaders frontline in the care delivery environment and faithful exchange of information is critical.”

—Julie Gerberding, MD, executive vice president and chief patient officer, Merck, and former director, CDC

“Staying focused on what matters most has been essential . . . as we are living our values and supporting our employees and communities. We know that as an industry, we can change the face of global public health and there’s no challenge that we cannot overcome.”

—Albert Bourla, PhD, chairman and CEO, Pfizer
Money laundering is a serious crime that presents a heightened, yet underrated, global threat. Although often thought of as a victimless crime, money laundering significantly impacts the global financial system, which leads to further crime, corruption, and human exploitation. Recent advances in technology, communications, and globalization mean there are more illicit funds in circulation today than ever before. In order to catch these criminals and expose their underground networks, compliance professionals must learn to navigate a tangled web of criminal activity.

In *The Flow of Illicit Funds*, Ola M. Tucker goes beyond the implementation of anti-money laundering compliance programs offered by most guides and provides professionals with a holistic understanding of the modern money laundering system. Using recent case studies, Tucker explains some of the most common money laundering techniques, describes the key role of the financial system in the disguise and transfer of illicit funds, and offers valuable insight into how financial institutions can protect themselves from being used as conduits for the movement of dirty money.

Through this unique perspective, compliance professionals and students will gain a broader overall understanding of the money laundering process and how to better detect and deter this harmful criminal activity.

**Ola M. Tucker** holds a JD from Syracuse University College of Law. She is the founder of Compliance Notes, a compliance training consultancy that also provides compliance writing services. She is an adjunct instructor at Widener University’s Delaware Law School, where she teaches classes in the Graduate International, Compliance, and Legal Studies (GICLS) Department. Her work includes the implementation and oversight of international and domestic compliance programs, as well as the design and delivery of compliance training across a range of institutions. You can learn more about Tucker at www.compliance-notes.com.

---

**CASE STUDY: THE DIRTY SECRETS OF JEFFREY EPSTEIN AND DEUTSCHE BANK**

The following is an excerpt from the chapter “The Thriving Market of Modern-Day Slavery: Human Trafficking and Money Laundering.”

It has been edited for use in this catalog.

In 2019 Jeffrey Epstein, the mysterious American financier whose source of wealth still remains unknown, was charged with sex trafficking and conspiracy. Upon conviction, these charges carry a minimum sentence of ten years and a maximum sentence of forty-five years; however, less than one month later, Epstein mysteriously died in his jail cell. Epstein’s death may have allowed him to escape potential accountability, but it did not enable Deutsche Bank to evade penalties for several compliance failures resulting from its business dealings with him. A global financial institution headquartered in Frankfurt, Germany, Deutsche Bank also operates in New York and is required to have an appropriate AML compliance program. In July 2020, Deutsche Bank entered into a consent order following an investigation that found significant compliance failures in connection with the bank’s relationship with Epstein and was fined $150 million in penalties.

Despite the negative media reports surrounding Epstein—his criminal history, including his prior conviction, and his sex offender status—Deutsche Bank welcomed him as a customer. Documents show that bank personnel handling Epstein’s account had knowledge of various red flags associated with him but disregarded these warnings in favor of profit. Throughout the course of its customer relationship with Epstein, Deutsche Bank failed to adequately monitor his activity and, as a result, processed millions of dollars of suspicious transactions. They included payments to individuals who were widely known to be Epstein’s co-conspirators, as well as direct payments to numerous unrelated women assumed to be Epstein’s victims—all of which should have raised questions. The German bank handled more than forty accounts related to Epstein and individuals and entities associated with him, with hundreds of transactions totaling in the millions of dollars. Among these transactions were payments both for legal settlements and to law firms for the legal expenses of Epstein and his known co-conspirators.

This case starkly illustrates many compliance failures—most notably, a poor compliance culture that led to complicit bank employees and the prioritization of profits over compliance requirements. However, Deutsche Bank’s regulatory transgressions relating to Epstein are not its only AML-related issues. The institution has been involved in numerous compliance-related breaches and violations over the past twenty years. In the same consent order relating to Jeffrey Epstein, for instance, the bank acknowledged significant compliance failures in its correspondent banking relationships with Danske Bank Estonia and the Federal Bank of the Middle East. Consequently, it’s not exactly a stretch to make the analogy that Deutsche Bank, like Epstein, has shown itself to be a serial recidivist.
Oil, the State, and War
The Foreign Policies of Petrostates
EMMA ASHFORD

In a world where oil-rich states are more likely to start wars than their oil-dependent counterparts, it’s surprising how little attention is paid to these so-called petrostates. These states’ wealth props up the global arms trade, provides diplomatic leverage, and allows them to support violent and nonviolent proxies. In *Oil, the State, and War*, Emma Ashford explores the many potential links between domestic oil production and foreign policy behavior and how oil production influences global politics.

Not all petrostates have the same characteristics or capabilities. To help us conceptualize these differences, Ashford creates an original classification of three types of petrostates: oil-dependent states (those weakened by the resource curse), oil-wealthy states (those made rich by oil exports), and super-producer states (those that form the backbone of the global oil market). Through a combination of case studies and analysis, she illustrates how oil shapes petrostates’ behavior, filling a major gap in our understanding of the international implications of oil wealth.

As the oil market undergoes a period of rapid change, *Oil, the State, and War* sheds light on the diversity of petrostates and how they shape international affairs.

EMMA ASHFORD is a resident senior fellow at the Scowcroft Center for Strategy and Security at the Atlantic Council. Her work focuses on questions of grand strategy, international security, and the future of US foreign policy. Her articles and opinion pieces have appeared in the New York Times, the Washington Post, Los Angeles Times, Foreign Policy, Foreign Affairs, Strategic Studies Quarterly, Vox, the National Interest, and War on the Rocks, among others. Ashford is a regular columnist for Foreign Policy, a term member of the Council on Foreign Relations.

AN INTERVIEW WITH THE AUTHOR

In your book, you argue that we too often think of oil-rich states as passive objects or victims of energy-seeking states, when in reality they enjoy a lot of agency. How does oil influence international relations?

Policy audiences tend to think about energy mostly in terms of energy security, such as how Western importing countries maintain their supplies of oil and gas. But oil influences international relations in many other ways. Oil production can have substantive—and often massively detrimental—impacts on exporting states at the domestic level. There’s an entire literature on the extent and limits of the so-called “resource curse.” But there has been less work that looks at the ways in which oil can impact the foreign policy of oil-rich states. This book focuses on how oil shapes the foreign policy choices of exporting countries, the petrostates that produce, export, and are enriched by their oil and gas production.

How can your three typologies help us understand how oil-rich states behave now, and how they might behave in the future?

One reason why it is difficult to understand the links between oil and international relations is that there is no single way to define “petrostate.” It includes states as diverse as Russia, Norway, Angola, and the United States. In my book, I propose a typology of three kinds of petrostates: oil-wealthy states (those made rich by exports), oil-dependent states (those suffering from the resource curse), and super-producer states (those that export so much they shape global oil prices). Conceptualizing petrostates in this way has two big benefits. First, it helps us understand why it is so difficult to draw broad conclusions about a set of extremely diverse states. And second, it lets us think about the specific pathways through which oil production and export can shape foreign policy.

As the global oil market evolves and climate change pushes us to explore alternatives to petroleum, how do you think this will change both the way we define petrostates and the power that they wield?

The momentous changes currently underway in global oil and gas markets are pushing petrostates in two different directions. The development of new technologies like hydraulic fracturing may create many new petrostates, particularly among underdeveloped states in Africa and Latin America. That’s worrying, as it has the potential to worsen some of the oil-related pathologies in foreign policy that I explore in my book. At the same time, the drive to decarbonization implies that demand for that oil will increasingly be limited in coming decades, a shift that may be beneficial for the world as a whole but has ominous implications for the petrostates who have become dependent on oil wealth to bolster their societies, and to underwrite their foreign policy.
Pakistan’s Pathway to the Bomb
Ambitions, Politics, and Rivalries
MANSOOR AHMED

Pakistan’s pathway to developing nuclear weapons remains shrouded in mystery and surrounded by misconceptions. While it is no secret why Pakistan became a nuclear power, how Pakistan became a nuclear state has been obscured by mythmaking.

In Pakistan’s Pathway to the Bomb, Mansoor Ahmed offers a revisionist history of Pakistan’s nuclear program and the bureaucratic politics that shaped its development from its inception in 1956 until the 1998 nuclear tests. Drawing on elite interviews and previously untapped primary sources, Ahmed offers a fresh assessment of the actual and perceived roles and contributions of the scientists and engineers who led the nuclear program. He shows how personal ambitions and politics within Pakistan’s strategic enclave generated inter-laboratory competition in the nuclear establishment, which determined nuclear choices for the country for more than two decades. It also produced unexpected consequences such as illicit proliferation to other countries largely outside of the Pakistani state’s control.

As Pakistan’s nuclear deterrent program continues to grow, Pakistan’s Pathway to the Bomb provides new insights into how this nuclear power has evolved and where it stands today. Scholars and students of security studies, Pakistani history, and nuclear proliferation will find this book to be invaluable to their understanding of the country’s nuclear program, policies, and posture.

MANSOOR AHMED is a senior fellow at the Center for International Strategic Studies in Islamabad, Pakistan. He is a former Stanton Nuclear Security junior faculty fellow (2016–18) and postdoctoral research fellow (2016–18) with the International Security Program and Managing the Atom project at the Harvard Kennedy School’s Belfer Center. He also served as a lecturer in the Department of Defense and Strategic Studies, Quaid-i-Azam University, Islamabad, from 2011–15.
Military Strategy, Joint Operations, and Airpower
An Introduction
Second Edition
RYAN BURKE, MICHAEL FOWLER, AND JAHARA MATISEK, EDITORS

Military Strategy, Joint Operations, and Airpower introduces contemporary strategy at the operational level of war, particularly as it relates to airpower. Developed as foundational reading for all US Air Force Academy cadets, Air Force ROTC students, and Officer Training School candidates, this intermediate textbook is designed to close the gap between military theory and practice. It covers strategic foundations; operational design and joint-service operations; the air, space, and cyber capabilities that comprise modern airpower; and contemporary challenges in the application of strategy.

In this second edition, each chapter has been updated and revised, and several sections have been expanded. Part 2, “Military Forces and the Joint Fight,” now features separate chapters about each service. Similarly, operational design is expanded from one to four chapters to provide a more thorough step-by-step guide through the process. In addition to being required reading for US Air Force cadets, the book provides an essential overview of strategy and practice for anyone interested in modern airpower.

RYAN BURKE is a professor in the Department of Military and Strategic Studies at the US Air Force Academy (USafa) and a veteran US Marine Corps officer. He earned his PhD at the University of Delaware’s Biden School of Public Policy and Administration.

LT. COL. MICHAEL FOWLER is an associate professor in the Department of Military and Strategic Studies at USAFA. He earned his PhD at the Naval Postgraduate School.

LT. COL. JAHARA MATISEK is an associate professor of military and strategic studies and research director at the Strategy and Warfare Center at USAFA. He earned his PhD in political science at Northwestern University. In 2020 he deployed as an E-11 instructor pilot, earning a Bronze Star Medal as director of operations for the 451st Expeditionary Operations Support Squadron at Kandahar Airfield, Afghanistan.

Jesuit Higher Education in a Secular Age
A Response to Charles Taylor and the Crisis of Fullness
DANIEL S. HENDRICKSON, SJ

In A Secular Age, the philosopher Charles Taylor challenges us to appreciate the significance of genuine spiritual experience in human life, an occurrence he refers to as “fullness.” Western societies, however, are increasingly becoming more secular, and personal occasions of fullness are becoming less possible.

In Jesuit Higher Education in a Secular Age, Daniel S. Hendrickson, SJ, shows how Jesuit education can respond to the crisis of modernity by offering three pedagogies of fullness: study, solidarity, and grace. A pedagogy of study encourages students to explore their full range of thoughts and emotions to help amplify their self-awareness, while a pedagogy of solidarity helps them relate to the lives of others, including disparate cultural and socioeconomic realities. Together, these two pedagogies cultivate an openness in students that can help them achieve a pedagogy of grace, which validates their awareness of and receptivity to the extraordinary spiritual Other that impacts our lives.

Hendrickson demonstrates how this Jesuit imaginary—inspired by the Renaissance humanistic origins of Jesuit pedagogy—educates students toward a better self-awareness, a stronger sense of global solidarity, and a greater aptitude for inspiration, awe, and gratitude.

DANIEL S. HENDRICKSON, SJ, is the president of Creighton University. His leadership focuses on the university’s global reach, the importance of studies in the liberal arts, and the expansion of Creighton’s mission in the US Southwest. He has worked and lived in the Caribbean, East Africa, and India. He has served on the boards of Boston College, Xavier University, the Institute for Latin American Concern, and Jesuit Worldwide Learning.

“This book will be useful to audiences well beyond Jesuit and Catholic universities, as many levels and backgrounds to foster discernment, purpose, and fulfillment in young people.”

—Stanton Wortham. Charles F. Donovan, SJ, Dean of the Carolyn A. and Peter S. Lynch School of Education and Human Development. Boston College

"An outstanding primer for anyone interested in how the US military is organized, develops strategy, and employs as a joint force.”

—Phil M. Haun, dean of academics, US Naval War College

$46.95 s / £33.00
ebook  978-1-64712-234-8
APRIL 2022
208 pages / 6 x 9
JESUIT STUDIES / HIGHER EDUCATION
World Rights

978-1-64712-251-5
$44.95 s / £33.00
ebook  978-1-64712-233-1
APRIL 2022
208 pages / 6 x 9
JESUIT STUDIES / HIGHER EDUCATION
World Rights

978-1-64712-235-5
$44.95 s / £33.00
ebook  978-1-64712-236-2
APRIL 2022
208 pages / 6 x 9
JESUIT STUDIES / HIGHER EDUCATION
World Rights
Reenvisioning Sexual Ethics
A Feminist Christian Account
KAREN PETERSON-IYER

From the sexual abuse crisis in the Roman Catholic Church to the US Supreme Court decision outlawing state-level bans on same-sex marriage, it has become clear that Catholics and other Christians cannot afford to downplay sex or rely on outdated normative understandings of its moral contours. Feminist theological approaches offer a way forward by considering not just what we should do in sexual spheres but also what sort of sexual people we should aspire to be.

In Reenvisioning Sexual Ethics, author Karen Peterson-Iyer adopts a feminist Christian anthropological framework to connect robust theological and ethical analysis to practical sexual issues, particularly those confronting college-aged and younger adults today. The book examines four divergent yet overlapping contemporary social practices and phenomena wherein sex plays a central role: “hookup” culture; “sexting”; sex work; and sex trafficking. Through these case studies, Peterson-Iyer shows that ethical sex is best demarcated not as a matter of chastity on the one hand and purely free consent on the other, but rather as ideally expressing the fullness of human agency, communicating the joy of shared pleasure, and conferring a deep sense of possibility and wholeness upon all participants.

This feminist Christian framework will help facilitate frank and profound discussions of sex, enabling young adults to define themselves and facilitate frank and profound discussions of sex, enabling young adults to define themselves and others not by hypersexualized and gendered social norms or attitudes but by their fundamental status as dignified and beloved by God.

KAREN PETERSON-IYER is an assistant professor in the Department of Religious Studies at Santa Clara University. She is the author of Designer Children: Reconciling Genetic Technology, Feminism, and Christian Faith, as well as articles and chapters in sexual ethics, bioethics, and labor ethics. She holds a PhD from Yale University.

Theology without Borders
Essays in Honor of Peter C. Phan
LEO D. LEFEBURE, EDITOR
Foreword by Thomas Banchoff

Peter C. Phan’s wide-ranging contributions to theology and his pioneering work on religious pluralism, migration, and Christian identity have made a global impact on the field.

The essays in Theology without Borders offer a variety of perspectives across Phan’s fundamental work in eschatology, world Christianity, inter-religious dialogue, and much more. Together, these essays offer a comprehensive assessment of Phan’s groundbreaking work across a range of theological fields. Included in the conversation are discussions of world Christianity and migration, Christian identity and religious pluralism, Christian theology in Asia, Asian American theology, eschatology, and Phan’s lasting legacy.

Theology without Borders provides a welcome overview for anyone interested in the career of Peter C. Phan, his body of work, and its influence.

LEO D. LEFEBURE holds the Matteo Ricci, S.J. Chair of Theology at Georgetown University. He is the author of the award-winning Transforming Intermingled Relations: Catholic Responses to Religious Pluralism in the United States. His other award-winning works include Revelation, the Religions, and Violence, True and Holy: Christian Scripture and Other Religions; and The Path of Wisdom: A Christian Commentary on the Dhammapada, coauthored with Peter Feldmeier. Lefebure is the president of the Society for Buddhist-Christian Studies, a research fellow of the Chinese University of Hong Kong, and a trustee emeritus of the Council for a Parliament of the World’s Religions.

PETER C. PHAN teaches at Georgetown University, where he currently holds the Ignacio Ellacuría, SJ, Chair of Catholic Social Thought. He has earned three doctorates and received four honorary doctorates. He is the first non-Anglo to be elected president of the Catholic Theological Society of America and of the American Theological Society. In 2020 he was given the John Courtney Murray Award, the highest honor of the Catholic Theological Society of America, in recognition for outstanding and distinguished achievement in theology. He is the author or editor of more than thirty-five books. His work has been translated into twelve languages.

“This book aims to offer a corrective, taking its lead from the life and work of Peter Phan, imagining ways of self-conscious theologizing across borders, and bringing about a Christianity far richer for it.”

—Alexander Chow, co-director, Centre for the Study of World Christianity, University of Edinburgh

CONTRIBUTORS
Thomas Banchoff • John Bol • Gemma Tulul Cruz • Charles E. Curran • Brian M. Doyle • Brian P. Flanagan • Chester Gillis • Cristina Lledo Gomez • Dale T. Irvin • Leo D. Lefebure • William P. Loewe • Alan C. Mitchell • John W. O’Malley • Peter C. Phan • Jonathan Y. Tan • Debora Tonelli • Anh Q. Tran, SJ • Keith Ward • Stephanie M. Wong

$49.95 / £37.50  paper: 978-1-64712-240-9  $49.95 / £37.50  ebook: 978-1-64712-241-6
$49.95 / £37.50  cloth: 978-1-64712-242-3  $49.95 / £37.50  ebook: 978-1-64712-243-0

APRIL 2022  204 pages / 6 x 9 / 2 figures
RELIGION / THEOLOGY
MORAL TRADITIONS SERIES
World Rights

$49.95 / £37.50  paper: 978-1-64712-228-7  $49.95 / £37.50  ebook: 978-1-64712-229-4
$49.95 / £37.50  cloth: 978-1-64712-227-0

APRIL 2022  204 pages / 6 x 9 / 2 figures
RELIGION / ETHICS
WORLD RIGHTS

World Rights

RELIGION & ETHICS
The rapidly developing field of interreligious studies fosters scholarship engaging two or more religious traditions at a time. Inherently multidisciplinary, the field brings the academic consideration of religions into conversation with the humanities and social sciences, employing relational, intersectional, experiential, and dialogical methodologies as it examines the interrelationship of individuals and groups with differing alignments toward religion.

Edited by Lucinda Mosher, *The Georgetown Companion to Interreligious Studies* features an international roster of practitioners of and experts on Judaism, Christianity, Islam, Hinduism, Jainism, Sikhism, Buddhism, Ruism, Humanism, and African, North American, and South American Indigenous lifeways. Each author offers a unique perspective on the nature of this emerging discipline. This companion provides fifty thought-provoking chapters on the history, priorities, challenges, distinguishing pedagogies, and practical applications of interreligious studies. Anyone who seeks a deeper appreciation of this relatively new academic field will find it useful as a textbook or research resource.

Lucinda Mosher is a faculty associate in chaplaincy and interreligious studies; codirector of the Master of Arts in Chaplaincy program; and senior scholar for Executive and Professional Education, all at the Hartford International University for Religion and Peace. She is the senior editor of the *Journal of Interreligious Studies*. Every year, Mosher serves as the rapporteur for the Building Bridges Seminar, an international dialogue of Christian and Muslim scholars under the stewardship of Georgetown University. She holds a doctorate of theology degree from the General Theological Seminary.

Teaching World Languages for Specific Purposes provides practical strategies, models, and resources for developing WLSP curricula through a learner-centered approach grounded in empathy and compassion. Author Diana M. Ruggiero begins with an overview of the scholarship and purpose of WLSP, providing a firm foundation for teachers. She then guides teachers through each key step of WLSP pedagogy, from course development to formative assessment of students. Ruggiero addresses important topics such as language interpretation, culture, the needs of heritage learners, and the role of community service learning (CSL) in WLSP. Included in the conversation are new considerations for WLSP and CSL in the wake of COVID-19. Resources for further curriculum development, models for assignments and assessments, sample lesson plans and lesson planning materials, and much more are available in the appendixes, making this a rich resource for all world languages educators.

Diana M. Ruggiero is an associate professor of Spanish at the University of Memphis, where she has developed and taught several WLSP courses, including Spanish for Healthcare and Spanish for Commerce. She has published widely on WLSP and community-based language learning.
Outcomes of University Spanish Heritage Language Instruction in the United States

MELISSA A. BOWLES, EDITOR

In the United States, heritage language speakers represent approximately 32 percent of the population and 29 percent of the school-age population. Until now, though, few studies have examined the outcomes of classroom teaching of heritage languages.

Outcomes of University Spanish Heritage Language Instruction in the United States sheds light on the effectiveness of specific instructional methods for college-level heritage learners. The first of its kind, this volume addresses how receiving heritage classroom instruction affects Spanish speakers on multiple levels, including linguistic, affective, attitudinal, social, and academical outcomes. Examining outcomes of instruction in the Spanish language—the most common heritage language in the United States—provides insights that can also be applied to instruction in other heritage languages.

These thematically linked empirical studies and their pedagogical implications build a foundation for heritage language instruction and directions for future research. Scholars and educators alike will welcome this groundbreaking new volume.

MELISSA A. BOWLES is a professor of Spanish and a Conrad Humanities Scholar (2018–23) at the University of Illinois at Urbana-Champaign, where she teaches linguistics, educational psychology, and second language acquisition and teacher education (SLATE). Bowles is a codirector of the National Heritage Language Resource Center at UCLA and the author of The Think-Aloud Controversy in Second Language Research.

CONTRIBUTORS
Sara M. Beaudrie • Adrián Bello-Uriarte • Melissa A. Bowles • Maria M. Carreira • Celia Chomón Zamora • Sara Fernández Cuenca • Florencia G. Henshaw • Claudia Holguín Mendoza • Bonnie C. Holmes • Diego Pascual y Cabo • Josh Prada • Julio Torres • Damián Vergara Wilson

Al-Samt wa-al-Sakhab
The Authorized, Abridged, and Annotated Edition for Students of Arabic

NIHAD SIREES

Al-Samt wa-al-Sakhab (The Silence and the Roar) is an award-winning novella by Syrian author Nihad Sirees. This edition—abridged and in the original Arabic with vocabulary aids, reading questions, and supplementary materials—introduces intermediate and advanced Arabic language students to the world of contemporary Arab literature.

In Al-Samt wa-al-Sakhab, Sirees weaves an Orwellian tale of freedom, love, and resistance amid a backdrop of bureaucracy and despotism. Fathi Sheen is a writer living in an unnamed Middle Eastern country whose work has been silenced by the ruling government. On the regime’s twentieth anniversary, Fathi attempts to leave the roar of the city parade, but his ID is confiscated when he stops to help a student being beaten by the police. With no choice but to report to the police station, Fathi fights to stay sane against the oppressive—and increasingly absurd—state bureaucracy. This political satire, originally published in 2004 but no less relevant to our times, shows how to remain free even in captivity.

This edition includes a historical and cultural preface, a biography of Sirees, footnotes for vocabulary aid, reading questions and activities, an interview with Sirees, and excerpts read in his voice (available on the Press website).

NIHAD SIREES was born in Aleppo, Syria, in 1950. The writer of novels, plays, and screenplays, Sirees is best known for his realistic portrayals of Syria’s social, political, and historical issues. Although his work was banned from publication in Syria after Sirees was branded an opponent of the government, The Silence and the Roar has been translated into several languages. After facing increased pressure and surveillance from the Syrian government, Sirees left for Egypt in 2012. He currently lives in Berlin, Germany.

“An excellent and timely overview of research on instructional effectiveness in the heritage language context. . . . researchers and practitioners will appreciate the relevance and clarity of the studies in this volume.”
—Eve Zyrik, professor of Spanish, University of California, Santa Cruz

"A welcome addition to the growing library of readers designed for advanced students of Arabic."
—Munther A. Younes, Reis Senior Lecturer of Arabic, Language and Linguistics, Cornell University

SAVE 15% on this Title
Use code 182215 at checkout.
Jusuur 1

Beginning Communicative Arabic

SARAH STANDISH, RICHARD COZZENS, AND RANA ABDUL-AZIZ

Jusuur 1 presents a well-rounded curriculum that encourages active communication in Arabic from day one and is suitable for engaging students at a variety of levels including high school, community college, and four-year colleges.

Students learn the letters and sounds of Arabic with the accompanying Jusuur 1 Alphabet Workbook, while they simultaneously use Jusuur 1 to work through thematically organized lessons on such topics as greetings, hospitality, free time, and family. Jusuur 1 invites students to make the linguistic, social, and cultural connections key to language acquisition through carefully scaffolded vocabulary and grammar activities, cultural explanations, and frequent opportunities for reflection. A series of companion videos, filmed in Jordan, offers a unique introduction to common everyday interactions in the Arab world.

Jusuur 1 is the first of two books in the Jusuur Arabic Language Program; students who successfully finish the program will be able to communicate at novice-high or intermediate-low levels of proficiency.

AVAILABLE ON JUSUUTEXTBOOK.COM:

- Audio files for dictation and listening exercises
- Extensive instructor’s resources, including pedagogical notes, answers to activities, and recommendations for lesson and unit planning

FOR TEACHERS

The Jusuur curriculum, which draws from the pedagogical strengths of the best-selling Al-Kitaab Arabic Language Program, provides students with a wealth of written and audio-visual materials to develop skills in speaking, listening, reading, and writing. Instructors will benefit from extensive complementary instructor’s resources, including teacher’s guides, worksheets, and audio recordings, making it easy to design an enriching and engaging experience for students. For more information, please visit JusuurTextbook.com.

Jusuur 1 Arabic Alphabet Workbook

SARAH STANDISH, RICHARD COZZENS, AND RANA ABDUL-AZIZ

Designed to be used simultaneously with Jusuur 1: Beginning Communicative Arabic, the Jusuur 1 Arabic Alphabet Workbook teaches students the letters, short vowels, and diacritics found in Arabic. As students learn new letters in the Alphabet Workbook, they strengthen their literacy skills through the reading and writing exercises in Jusuur 1.

Jusuur 1 Arabic Alphabet Workbook introduces letters approximately in the order of letter frequency rather than in the traditional alphabetical order. This classroom-tested method enables students to begin to read and write the meaningful phrases they are learning in Jusuur 1: Beginning Communicative Arabic as early as possible. Each letter section includes an introduction to the letter and its shapes and sound; space for writing practice; and activities to practice reading and dictation. By the end of the Jusuur 1 Arabic Alphabet Workbook, students will have learned all of the letters and sounds of the Arabic alphabet.

FEATURES OF THE ALPHABET WORKBOOK:

- Authentic examples of language drawn from poetry, billboards, signs, and other sources to help students learn to identify letters
- Samples of real Arabic handwriting, and guidance on recognizing and writing letters that look different when printed versus handwritten

FOR TEACHERS

The Jusuur curriculum, which draws from the pedagogical strengths of the best-selling Al-Kitaab Arabic Language Program, provides students with a wealth of written and audio-visual materials to develop skills in speaking, listening, reading, and writing. Instructors will benefit from extensive complementary instructor’s resources, including teacher’s guides, worksheets, and audio recordings, making it easy to design an enriching and engaging experience for students. For more information, please visit JusuurTextbook.com.
Al-‘Arabiyya
Journal of the American Association of Teachers of Arabic
Volume 54
MOHAMMAD T. ALHAWARY, EDITOR

The five articles published in Volume 54 of Al-‘Arabiyya contribute to timely topics in their own respective fields within Arabic language: morpho-syntax, first language acquisition, heritage speakers, language and medicine, and online technical and scientific terminology portals.

This volume also includes five reviews of books whose contents and scope range from Arabic foreign language pedagogy, Arabic sociolinguistics, Arabic translation in early modern Spain, Islamic architecture and related artistic and cultural history, and to cross-cultural encounters in pre-modern Moroccan and European travel writings.

Subscribe to Al-‘Arabiyya
1. Join AATA to receive the journal as part of your membership. See aataweb.org/join_domestic for details.

MOHAMMAD T. ALHAWARY is a professor of Arabic linguistics and second language acquisition at the University of Michigan. He is the editor of the Journal of Arabic Linguistics Tradition and author of many works, including Modern Standard Arabic Grammar: A Learner’s Guide, Arabic Grammar in Context, and Arabic Second Language Acquisition of Morphosyntax.

CONTRIBUTORS
Sabahat Adil • Lamya Alabdulkarim • Ahmed Idriissi Alami • Mahmoud A. Almahmoud • Brahim Chakrani • Mark S. LaTourneau • Marianna Massa • Yehia A. Mohamed • Dris Soulaimani • Asmaa Taha • Oumelbanine Zhiiri

All-in-One Language Textbooks
Now Include New Companion Websites

Redesigned companion websites powered by Lingco offer a fully integrated set of interactive exercises with all multimedia materials.

Lingco Companion Websites Features
• Provide students with a variety of exercises—many with instant feedback for students—including multiple choice, drag and drop, typing response, listening, and recording activities
• Give instructors the ability to set deadlines, assign activities, manually grade activities, monitor student and class progress, and create their own class activities within the Lingco platform

Visit GUPTextbooks.com for more information and additional resources.
The best-selling Al-Kitaab Arabic language textbook program uses a communicative, proficiency-oriented approach with fully integrated companion websites featuring audiovisual media and interactive exercises to teach modern Arabic as a living language. Designed for anyone interested in learning Arabic, the series focuses on developing skills in Modern Standard Arabic and gradually introducing readers to Egyptian Arabic, the most widely spoken dialect in the Arabic-speaking world. At every level, students will find additional authentic texts for reading and listening featuring audiovisual media and interactive exercises to teach modern Arabic as a living language. Designed for anyone interested in learning Arabic, the series focuses to Egyptian Arabic, the most widely spoken dialect in the Arabic-speaking world. Designed for anyone interested in learning Arabic, the series focuses to Egyptian Arabic, the most widely spoken dialect in the Arabic-speaking world.

The Al-Kitaab Arabic Language Program

At every level, students will find additional authentic texts for reading and listening at AlKitaabTextbook.com. Designed for anyone interested in learning Arabic, the series focuses to Egyptian Arabic, the most widely spoken dialect in the Arabic-speaking world.

Al-Kitaab Part One with Website

A Textbook for Beginning Arabic, Third Edition

Designed for students in the early stages of learning Arabic, Part One and its companion website use an integrated approach to develop skills in formal and colloquial Arabic, including reading, listening, speaking, writing, and cultural knowledge. The companion website—including the book—offers 18 months of access for students and provides audio, video, and fully integrated exercises to use alongside the text.

Al-Kitaab Part Two with Website

A Textbook for Intermediate Arabic, Third Edition

Designed for students in second-year or equivalent Arabic courses, Part Two and its companion website focus on strengthening reading and writing skills while continuing to grow conversation skills. The companion website—including the book—offers 18 months of access for students and provides audio, video, and fully integrated exercises to use alongside the text.

FOR TEACHERS

To request a print copy of any of the textbooks, please visit press.georgetown.edu. Answer keys should be requested separately. To request a copy of any of the Teacher’s Edition eTextbooks, please visit VitalSource.com. Once you set up a VitalSource login, click “Faculty Sampling” in the upper right corner and select the title you wish to review. The corresponding answer key is included in the digital Teacher’s Edition. To request access to the Teacher’s Edition of the companion website (including the learning management system) please visit AlKitaabTextbook.com. Once you set up an account, you can request access.

ABOUT THE AUTHORS

KRISTEN BRUSTAD was an associate professor of Arabic at the University of Texas at Austin until her retirement in 2019. MAHMOUD AL-BATAL is a professor of Arabic at the American University of Beirut. ABBAS AL-TONSI is a former senior lecturer at the Georgetown University School of Foreign Service in Qatar.
The Comme on dit French Language Program

Comme on dit with website
Première année de français
CLAUDE GRANGIER AND NADINE O’CONNOR DI VITO

Comme on dit, with website, a comprehensive first-year French textbook program, engages students in the learning process from day one using an inductive methodology centered around guided observation and rule discovery. Together with students’ communicative needs and an analysis of their most pervasive transfer errors from English, the everyday speech patterns of 100 native speakers—culled from 150 hours of unscripted recordings—form the linguistic backbone of the method. Students examine, compare, and contrast this wide variety of authentic discourse to discover both individual and shared language use and cultural perspectives. Additionally, students systematically and progressively acquire the fundamental sounds and rhythmic patterns of spoken French. The accompanying companion website—included with the book—provides 18 months of access for students with audio and fully integrated exercises to use alongside the text. By the end of one academic year, students with no prior French instruction can expect to achieve intermediate-mid to intermediate-high proficiency on the ACTFL scale.

CLAUDE GRANGIER is a senior lecturer and the French language coordinator at the University of Chicago. She has devoted over forty years to teaching French as a foreign language, researching foreign language teaching methodology, and developing language learning materials.

NADINE O’CONNOR DI VITO is a senior lecturer and the former director of Romance language programs at the University of Chicago. She is the author of Patterns Across Spoken and Written French: Empirical Research on the Interaction Among Forms, Functions, and Genres.

C’est ce qu’on dit with website
Deuxième année de français
CLAUDE GRANGIER, NADINE O’CONNOR DI VITO, AND MARIE BERG

C’est ce qu’on dit, a second-year (intermediate-level) companion textbook to the beginning-level textbook Comme on dit, and as such it follows the same basic format and principles: Students work with hundreds of samples of authentic, unscripted spoken and written French and are led in a step-by-step manner from rule discovery to the acquisition of speaking, reading, writing, and listening competence. The accompanying companion website—included with the book—provides 18 months of access for students with audio and fully integrated exercises to use alongside the text. The homework activities and inductive presentation of grammar guarantee a completely student-centered approach, as student input is required in each and every exercise. Given the more advanced focus of C’est ce qu’on dit, exercises lead students to expand their competence not just with conversational registers but also with formal written and spoken registers, as well.

MARIE BERG has been a lecturer in French at the University of Chicago for over ten years, during which time she has been teaching and developing material for third-year students.

For Teachers
To request a print exam copy of the textbook, please visit press.georgetown.edu and select ‘For Instructors’. To request a digital exam copy of the eTextbook, please visit VitalSource.com. Once you set up a VitalSource login, click ‘Faculty Sampling’ in the upper right corner and select the title(s) you wish to review. To request access to the Teacher’s Edition of the companion website (including the learning management system) please visit CommeOnDitTextbook.com. Once you set up an account, you can request access.
Rodnaya rech’ with website
An Introductory Course for Heritage Learners of Russian
 IRINA DUBININA AND OLESYA KISSELEV

Rodnaya rech’ with website is an introductory textbook for heritage learners that addresses the unique needs of students who have at least intermediate-level listening and speaking skills on the ACTFL scale but who have underdeveloped or nonexistent literacy skills. With an emphasis on conceptual understanding of vocabulary and grammar, Rodnaya rech’ builds students’ literacy skills and teaches them to strategically use the linguistic intuition they have gained as heritage speakers while strengthening all four skill areas.

The accompanying companion website—included with the book—provides 18 months of access for students with audio and fully integrated exercises to use alongside the text. With this textbook designed for in-class work and the included companion website, Rodnaya rech’ can be used as the main course material either in an intensive one-semester class or at a more measured pace over two semesters. The textbook and website are flexible enough to be used in specialized heritage or in mixed classes. They can also support independent study and learning in less formal settings, such as community schools. Additional resources include an instructor’s manual and student study guide at GUPTextbooks.com.

IRINA DUBININA is an associate professor of Russian at Brandeis University, where she also directs the Russian language program. She has extensive experience teaching Russian as a second and heritage language. OLESYA KISSELEV is an assistant professor in the Department of Bicultural-Bilingual Studies at the University of Texas at San Antonio. She has many years of experience teaching Russian as a second and heritage language.

Panorama with Website
Intermediate Russian Language and Culture
 BENJAMIN RIFKIN, EVGENY DENGUB, AND SUSANNA NAZAROVA

Panorama with Website moves intermediate-level students of Russian into advanced proficiency by integrating a systematic and comprehensive approach to Russian grammar with Russian texts, proverbs, and contemporary culture. The accompanying companion website—included with the book—provides 18 months of access for students with audio and fully integrated exercises to use alongside the text.

By reading and listening to Russian literary classics and contemporary nonfiction texts, students develop a contextual understanding of Russian culture and forms of expression that grow with their command of vocabulary, grammar, and complex syntax.

FEATURES OF PANORAMA

• Content can be used in one semester or for a full year.
• Modular structure allows instructors flexibility to assign chapters in their own sequence.
• Authentic photos prompt discussion exercises for each chapter topic.
• Readings include blogs, blog comments, articles, and interviews, exposing students to current Russian culture and language.

FOR TEACHERS
To request a print exam copy of the textbook, please visit press.georgetown.edu and select ‘For Instructors’. To request a digital exam copy of the eTextbook, please visit VitalSource.com. Once you set up an account, you can request access.

FOR TEACHERS
To request a print exam copy of the textbook, please visit press.georgetown.edu and select ‘For Instructors’. To request a digital exam copy of the eTextbook, please visit VitalSource.com. Once you set up an account, you can request access.
Gramática para la composición with website
tercera edición

M. STANLEY WHITLEY AND LUIS GONZÁLEZ

Gramática para la composición with website guides advanced students through progressively more complex types of writing by organizing the grammar lessons on a functionalist basis around the needs of composition. This innovative approach to teaching Spanish grammar and composition promotes systematic language development and enables students to strengthen their expressive and editing skills in the language in order to write more effectively and confidently. The accompanying companion website—included with the book—provides 18 months of access for students with fully integrated exercises to use alongside the text.

FEATURES OF GRAMÁTICA PARA LA COMPOSICIÓN

• A colorful design helps students navigate the book more easily and engages visual learning strategies.
• Readings for major composition exercises stress authentic, connected discourse.
• Includes an explanation for more than twelve functions of se with a rule of subject reflexivization.
• Homework practice activities and over 300 practice exercises along with pre-tests for each chapter included on the companion website.

M. STANLEY WHITLEY is a professor emeritus of Spanish and linguistics at Wake Forest University.
Luis González is an associate professor of Spanish at Wake Forest University.
Claudia Osipina, coauthor of the companion website, is an assistant teaching professor of Spanish at Wake Forest University.

RECENT TITLES IN AFRICAN AMERICAN HISTORY

The Black Side of the River
Race, Language, and Belonging in Washington, DC

JESSICA A. GRIESER

The Black Side of the River
Race, Language, and Belonging in Washington, DC

Jessica A. Grieser

$29.95 T / £22.50 classroom 978-1-64712-152-5
$29.95 e / £22.50 ebook 978-1-64712-153-2
FEBRUARY 2022
208 pages / 6 x 9 / 2 figures, 3 tables

Of the Land
The Art and Poetry of Lou Stovall

WILL STOVALL, EDITOR

Of the Land
The Art and Poetry of Lou Stovall

Will Stovall, Editor

Foreword by Harry Cooper

$29.95 T / £22.50 classroom 978-1-64712-170-9
$29.95 e / £22.50 ebook 978-1-64712-171-6
FEBRUARY 2022
160 pages / 8 x 8 / 3 color photos, 2 black & white photos, 35 color plates

Between Freedom and Equality
The History of an African American Family in Washington, DC

BARBARA BOYLE TORREY AND CLARA MYRICK GREEN

Between Freedom and Equality
The History of an African American Family in Washington, DC

Barbara Boyle Torrey and Clara Myrick Green

Forewords by James Fisher, with Tanya Gaskins Hardy, and Maurice Jackson

$29.95 T / £22.50 classroom 978-1-64712-103-5
$29.95 e / £22.50 ebook 978-1-64712-102-8
AVAILABLE NOW
280 pages / 6.5 x 9.3 / 8 color photos, 6 color illustrations, 12 black & white photos, 14 maps
JANUARY 2022
205 pages / 7 x 10 / 212 black & white photos

Black Georgetown Remembered
A History of Its Black Community from the Founding of “The Town of George” in 1751 to the Present Day
30th Anniversary Edition

KATHLEEN MENZIE LESKO, VALERIE M. BABB, AND CARROLL R. GIBBS

Black Georgetown Remembered
A History of Its Black Community from the Founding of “The Town of George” in 1751 to the Present Day
30th Anniversary Edition

Kathleen Menzie Lesko, Valerie M. Babb, and Carroll R. Gibbs

$29.95 T / £22.50 classroom 978-1-64712-165-5
$29.95 e / £22.50 ebook 978-1-64712-166-2
JANUARY 2022
290 pages / 7 x 10 / 212 black & white photos

For Teachers
To request a print exam copy of the textbook, please visit press.georgetown.edu and select ‘For Instructors’. To request a digital exam copy of the eTextbook, please visit VitalSource.com. Once you set up a VitalSource login, click “Faculty Sampling” in the upper right corner and select the title(s) you wish to review. To request access to the Teacher’s Edition of the companion website (including the learning management system) please visit GUPTextbooks.com. Once you set up an account, you can request access.