

An aerial photograph of the Georgetown University campus in Washington, D.C. The image shows a wide, tree-lined street with several historic buildings. On the left, there is a large building with a prominent dome. In the center, a tall, thin spire rises above the trees. On the right, another tall, thin spire is visible. The sky is a pale, hazy blue. The text "GEORGETOWN UNIVERSITY PRESS" is overlaid in the upper half of the image.

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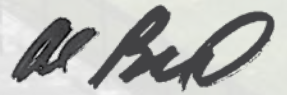
Dear Colleagues,

As we prepare for reentry after this year of isolation, we might also reflect on how much we talked past one another during the pandemic—on politics, public health, and much more. Our books this season invite much needed reflection and dialogue. We begin with *Remember This: The Lesson of Jan Karski*. Karski, who brought knowledge of the Holocaust to the Allied powers, posed a remarkable series of questions: “How do we know what to believe? How do we know what to believe in? Is there something we can do that we are not already doing?” His experiences, dramatized by Clark Young and Derek Goldman, prompt us to think about what we have all witnessed over this past year—and what we might do about it. Terrence Johnson and Jacques Berlinerblau’s *Blacks and Jews in America* is self-consciously subtitled “An Invitation to Dialogue” and through the conversations of the authors models probing yet respectful discussion. Jeanine Turner’s *Being Present*—the first book in our new global business list—helps us be more intentional in our communication and enables us to best allocate our attention and gain the attention of others.

These skills will be crucially important in our new hybrid world.

Each of these books can open up conversations on the events of the past year. As a nation there is a great deal to do to heal the racial and economic divisions that were both revealed and exacerbated by the pandemic. It’s our hope that these books—and our catalog as a whole—will ignite conversations that bring our readers together and generate new ideas about our collective future.

Sincerely,



Al Bertrand

Director

Georgetown University Press

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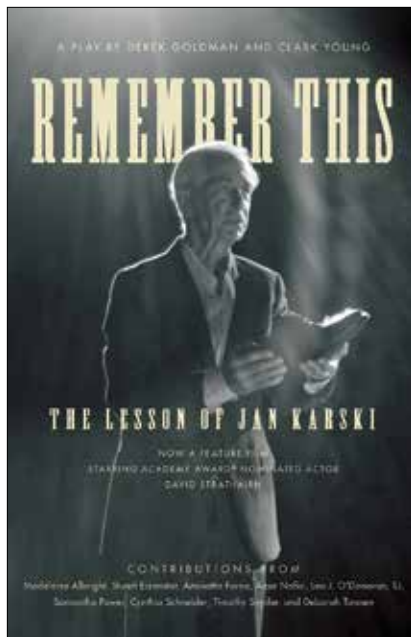
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Remember This

The Lesson of Jan Karski

DEREK GOLDMAN AND CLARK YOUNG

Richly illustrated with stills from the black-and-white film adaptation of the acclaimed stage play, *Remember This: The Lesson of Jan Karski* tells the story of a World War II hero, Holocaust witness, and Georgetown University professor.

A messenger of truth, Jan Karski risked his life to carry his harrowing reports of the Holocaust from war-torn Poland to the Allied nations and, ultimately, the Oval Office, only to be ignored and disbelieved. Despite the West's unwillingness to act, Karski continued to tell others about the atrocities he saw and, after a period of silence, would do so for the remainder of his life. This play carries forward his legacy of bearing witness so that future generations might be inspired to follow his example and, in Karski's words, "shake the conscience of the world."

Accompanying the text of the stage play in this volume are essays and conversations from leading diplomats, thinkers, artists, and writers who reckon with Karski's legacy. Contributors include Secretary of State Madeleine Albright, Ambassador Stuart Eizenstat, award-winning author Aminatta Forna, best-selling author Azar Nafisi, President Emeritus of Georgetown Leo J. O'Donovan, SJ, Ambassador Samantha Power, Ambassador Cynthia P. Schneider, historian Timothy Snyder, Academy Award™ nominated actor David Strathairn, and best-selling author Deborah Tannen.

DEREK GOLDMAN is the chair of Georgetown University's Department of Performing Arts and director of the Theater and Performance Studies Program, and he is the cofounding director of the Laboratory for Global Performance and Politics. He is an award-winning international stage director, producer, playwright, and educator whose work has been seen off-Broadway, nationally, and at numerous leading theaters around the world.

CLARK YOUNG is a writer and teacher based in Brooklyn, New York, and originally from Portland, Maine. He cocreated every iteration of *Remember This* from Warsaw and New York City, to London and Washington, DC.

AN INTERVIEW WITH CLARK YOUNG, DEREK GOLDMAN,
AND DAVID STRATHAIRN

The following is from a 2021 interview between Deborah Tannen, *Remember This* cocreators Clark Young and Derek Goldman, and David Strathairn, who portrays Karski in the film. The excerpt below has been slightly edited for inclusion in this catalog.

Deborah: You all created *Remember This* as a play based on Karski's words, right? Are all the words in the play and in the film his words?

Clark: *Almost entirely, through adaptations of either his memoir or biographies about Karski as well as oral histories and transcripts from the United States Holocaust Memorial Museum. One of the incredible things about looking through the archives is that, you know, once Karski decides to speak about his experiences again after thirty-five years of self-imposed silence, we then found archives of Karski speaking every five to ten years until his death in 2000. And so you really get to witness the way he coached himself to talk about this, and how he learned to apply his life and trauma to the events of that particular time period. How he continued to talk about Holocaust denial and crimes against humanity through a lens that young people could receive and use.*

Deborah: It's such a fascinating point. That in a way, you're continuing his work of reshaping the lessons of his life for not just new generations but for new generations of students.

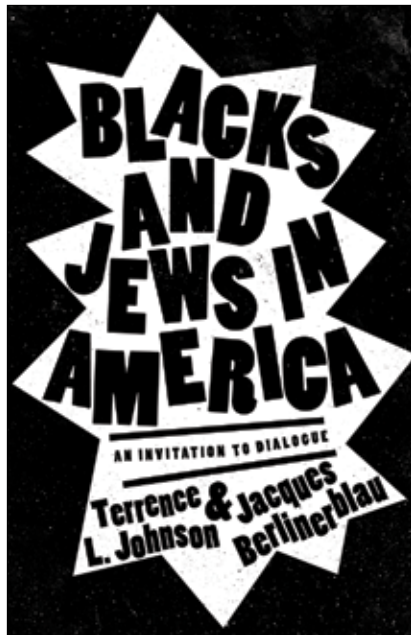
Derek: *The Holocaust is a too little-known history by young people. And part of the work of this piece is to make people aware of that history. But I think even more than that, for us, it's about engendering dialogue in young people today about what they're bearing witness to, and what it means to carry on Karski's legacy of individual responsibility, of moral courage, of being good to your neighbor. Karski says: "Don't make distinctions." The curriculum we created based on the play is designed to reach students in their own lives and to connect Karski's legacy with issues that they are passionate about.*

Deborah: Karski started working for the Polish Underground after they had been invaded by the Germans. The fact that he agreed to [tell the Allies what was happening to the Jews] is such a huge thing to get your head around. In the early parts of the play, we see that he didn't share the anti-Semitic assumptions that were prevalent at that time. That's such a fascinating side of his psychology, of this story. We think of it as a Holocaust story, whereas it really wasn't originally, from his point of view. He was doing a job for his country.

David: *This is a play that hinges on some very basic and vital questions we ask ourselves and each other. And to offer these questions, seeking real answers from the audience, is a very different neurology of performance. You touched on a couple of really potent, pivotal moments that we put into the piece. One is the scene when Karski's mother sends him outside and tells him to watch out for the kids throwing dead rats over the roof, tormenting young Jewish kids in the Sikkah where they pray. She tells him, "Go watch, like a good Catholic boy. If somebody comes, tell me, and I will take care of them." That moment, I think, is very significant. It informs another pivotal moment: his decision, years later, to meet with Jewish leaders in that nightmarish scene in "an old house on the outskirts of Warsaw," just before he goes to London to report to the Allied nations. These moments reveal his innate empathic nature. In that nightmarish scene in Warsaw, he agrees to bear witness on behalf of the Jewish people. I'm continually trying to find these handles to carry me forward into the psychology of the man. Those two moments are very, very significant to me.*

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38 b&w photos

HOLOCAUST
World Rights



Blacks and Jews in America

An Invitation to Dialogue

TERRENCE L. JOHNSON AND
JACQUES BERLINERBLAU

In this uniquely structured conversational work, two scholars—one of African American politics and religion, and one of contemporary American Jewish culture—explore a mystery: Why aren't Blacks and Jews presently united in their efforts to combat white supremacy? As alt-right rhetoric becomes increasingly normalized in public life, the time seems right for these one-time allies to rekindle the fires of the civil rights movement.

Blacks and Jews in America investigates why these two groups do not presently see each other as sharing a common enemy, let alone a political alliance. Authors Terrence L. Johnson and Jacques Berlinerblau consider a number of angles, including the disintegration of the “Grand Alliance” between Blacks and Jews during the civil rights era, the perspectives of Black and Jewish millennials, the debate over Louis Farrakhan and the Nation of Islam, and the Israel-Palestine conflict.

Ultimately, this book shows how the deep roots of the Black-Jewish relationship began long before the mid-twentieth century, changing a narrative dominated by the Grand Alliance and its subsequent fracturing. By engaging this history from our country's origins to its present moment, this dialogue models the honest and searching conversation needed for Blacks and Jews to forge a new understanding.

TERRENCE L. JOHNSON is an associate professor of religion and politics in the Department of Government and a senior research fellow at the Berkley Center for Religion, Peace, and World Affairs at Georgetown University. He is an affiliate member of the Department of African American Studies and the Department of Theology and Religious Studies.

JACQUES BERLINERBLAU is the director of the Center for Jewish Civilization and Rabbi Harold White Professor of Jewish Civilization at Georgetown University. He has published on a wide variety of issues ranging from secularism, religion, and politics to Jewish American fiction, African American and Jewish American relations, and higher education.

AN EXCERPT FROM *BLACKS AND JEWS IN AMERICA*

Jacques Berlinerblau: What are your hopes about what we'll be able to do, and what do you think are the limitations and challenges that confront us?

Terrence Johnson: Black folks have long given up on an alliance with white Jews—at least this seems to be the case within the scholarly writings and essays I utilize in my courses. Without any hesitation, the majority of Black students who enroll in our classes do not express any interest in developing an alliance with white Jews. Their experiences are informed by Jewish assimilation into white, middle-class social groups and by Jewish flight from communities of color. I don't believe students' disinterest stems from discontent; instead, it symbolizes the shifting interests among today's Black activists. What is framing today's political vision among Black progressives is intersectionality politics, political platforms based on the intersections of race, gender, class, and sexuality. As you well know, white Jews have benefitted from liberalism in ways unimaginable to African Americans. Blacks and Jews must confront this tragic history before any coalition can materialize. The strange irony, however, is that if you want to understand America and its so-called liberal promises, you must engage the history of Blacks and Jews in the United States.

JB: Intersectionality is very hard on Jews—it's not the framework that's likely to generate dialogue. . . . You concur that by looking at the Black-Jewish relationship, any American, be they not Black or not Jewish, can learn something about this country? It retains insights for non-Blacks and non-Jews?

TJ: Definitely. If you go back to the classic James Baldwin piece “Negroes are Anti-Semitic because They're Anti-White,” we see that the crux of the problem is white Christianity and how Christianity flows through the political lifeblood of the nation. Look at what impedes almost every other ethnicity or group of color in the United States. Those impediments point back to what Blacks and Jews have struggled with since their encounter in the New World—the denigration of their bodies, the beliefs that dehumanize them, and so on. More specifically, the idea that Blacks and Jews are non-Christian and non-white—and that they bring in rituals of community and tradition that threaten, I think, the liberal model of individualism—is at the heart of the political imagination of this nation. What are you hoping to achieve and what do you wish to avoid in this book?

JB: Well, I hope to push back a bit on your critique of liberalism. I'm not ready to abandon the liberal project. I really want to dialogue with you about critical race theory and intersectionality. Too, I want us both to reflect on Afro-Jews and their significance for this dialogue.

TJ: I think we push against those trite narratives of the Grand Alliance between Blacks and Jews by showing how both groups have struggled, at different points, with many of the fundamental values attributed to this country: religion and secularism, faith and reason, gender and race, and liberalism and capitalism. In light of BLM and the aftermath of COVID-19, we can't return to a dead past anymore. The challenges we face demand an invigorated political imagination and a willingness to struggle for humankind and the planet.

This excerpt has been edited for inclusion in the catalog.

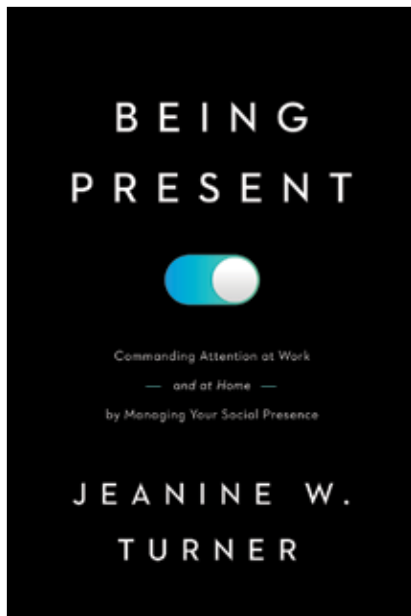
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CONTEMPORARY EVENTS/POLITICS

World Rights



Being Present

*Commanding Attention at Work (and at Home)
by Managing Your Social Presence*

JEANINE W. TURNER

As our ability to pay attention in a world of distractions vanishes, it's no wonder that our ability to be heard and understood—to convey our messages—is also threatened. In both our professional and personal lives, it is increasingly difficult to break through the digital devices that get in the way of communication. And the ubiquity of digital devices means that we are often “multicommunicating,” participating in multiple conversations at once.

This increased strain on attention has never been more clear than during the pandemic, when our homes suddenly accommodated both work and family life. What are our options when facing professional communications at all hours? What about using digital communications to our advantage—how can we facilitate information-sharing in the midst of a world where we are overwhelmed with content?

Drawing from fifteen years of research, interviews, and teaching experience, Jeanine W. Turner offers a framework to navigate social presence at work and at home. By exploring four primary communication choices—budgeted, entitled, competitive, and invitational—Turner shows when and where to employ each strategy to most effectively allocate our attention and command the attention of others. Each chapter includes concrete strategies and concludes with reflection questions and exercises to help readers further explore these decisions in professional and personal relationships.

JEANINE W. TURNER is a professor in the Communication, Culture, and Technology Program and is an affiliated faculty member in the McDonough School of Business, both at Georgetown University. She inspires and challenges executives and students to gain a strengthened sense of how best to communicate their presence in a variety of environments, and has worked within the public and private sectors, including AARP, KPMG, Microsoft, the NFL Players Association, Rolls Royce, Sprint, the US Senate, the US Department of Defense, and the World Bank.

“Grounded in decades of research, the combination of strategies provided for both work and personal life make this book a must-read for teams, managers, executives, and parents!”

—Keri K. Stephens,
professor, Organizational Communication
and Technology, and Distinguished
Teaching Professor,
The University of Texas at Austin

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BUSINESS / COMMUNICATIONS

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HOW TO COMMAND ATTENTION

To determine the best way to engage your audience,
first ask yourself the following questions

CONTEXT	MESSAGE	RELATIONSHIP
How am I expected to behave?	How sensitive is the topic?	Do I value this relationship?
Will I need to respond? How fast?	How important is the topic?	Do I have power in this relationship?
Can my audience see me?	How complex is the topic?	Do we need each other?
How much time do I have?	Is the topic likely to be confusing or require follow-up questions?	

THEN, IDENTIFY YOUR COMMUNICATION GOAL

Drive efficient messaging	Demand your audience's attention	Persuade audience to listen	Create dialogue
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Finally, consider the potential benefits and costs of each presence choice

GOAL	TYPE OF PRESENCE	POTENTIAL BENEFITS	POTENTIAL COSTS
Drive efficient messaging	Budgeted: Multicommunicate (juggle conversations) with your audiences	Accomplish task	Norm infractions and diminished relationship development
Demand audience attention	Entitled: Set limitations on your audience's technology use	Remove technological distractions	Diminished credibility of the speaker
Persuade audience to listen	Competitive: Win your audience's attention so they invest in <i>your</i> message.	Focus on ethos, pathos, and logos will lead to more successful meetings	Will not be persuasive enough to engage your audience
Create dialogue	Invitational: Engage your audience in a dialogue by creating a partnership.	Understanding and relationship development	Time consuming and your audience might not be willing



“If you are interested in what it would mean to live in a world in which ethics constrained economics rather than the other way around, then Annett’s *Cathonomics* is the book you must read.”

—Owen Flanagan, James B. Duke Distinguished University Professor of Philosophy, Duke University

Cathonomics

How Catholic Tradition Can Create a More Just Economy

ANTHONY M. ANNETT

Foreword by Jeffrey D. Sachs

Inequality is skyrocketing. In a world of vast riches, millions of people live in extreme poverty, barely surviving from day to day. All over the world, the wealthy’s increasing political power is biasing policy away from the public interest toward the particular financial interests of the rich.

A growing chorus of economists and politicians is demanding a new paradigm to create a global economy for the common good. In *Cathonomics*, Anthony M. Annett unites insights in economics with those from theology, philosophy, climate science, and psychology, exposing the failures of neoliberalism while offering us a new model rooted in the wisdom of Catholic social teaching and classical ethical traditions. Drawing from the work of Pope Leo XIII, Pope Francis, Thomas Aquinas, and Aristotle, Annett applies these teachings to discuss current economic challenges such as inequality, unemployment and underemployment, climate change, and the roles of business and finance.

Cathonomics is an ethical and practical guide to readers of all faiths and backgrounds seeking to create a world economy that is more prosperous, inclusive, and sustainable for all.

ANTHONY M. ANNETT is a Gabelli Fellow at Fordham University and a senior adviser at the Sustainable Development Solutions Network. He has a PhD in economics from Columbia University and spent two decades at the International Monetary Fund, where he worked as a speechwriter to the managing director. He is also a member of the College of Fellows of the Dominican School of Philosophy in Theology and a knight commander of the Equestrian Order of the Holy Sepulchre of Jerusalem.

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CATHOLICISM / RELIGION

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INTERVIEW WITH ANTHONY M. ANNETT



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While economic inequality is not new, the disparities in our current global economy are on the rise. What are some of the factors that have exacerbated this enormous wealth gap?

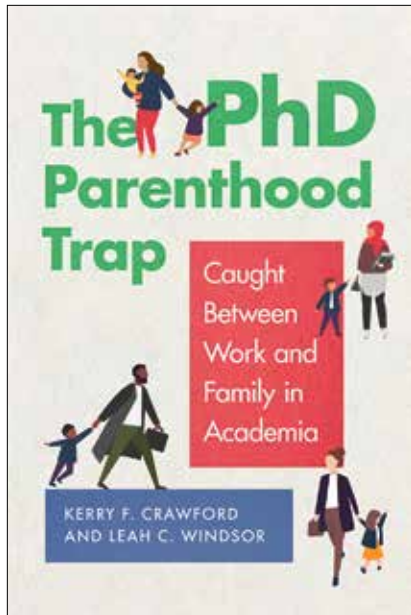
To start with, technological developments and globalization have both led to increased inequality over the past few decades. But we need to appreciate political factors as well as economic factors—I am referring to a nexus of pro-rich policies such as attacks on unions, lower tax rates on high incomes and wealth, the gutting of welfare states, and greater deregulation that conspire to raise inequality. A key point I make in the book is that inequality attacks the common good by shredding the sense of shared responsibility that binds us together as a society.

In your book, you explore the work of philosophers, theologians, and leaders from Aristotle to Aquinas to Pope Francis. What are the common threads that weave together their teachings, and how can this help us approach the challenges faced by our society?

A common thread is the focus on the common good, with its built-in notions of solidarity and duties toward each other as human beings, especially the poor. These moral insights have fallen by the wayside over the past four decades or so with the rise of neoliberalism—a political philosophy based on individualism, market competition over cooperation, and the anthropology of homo economicus. In my view, change must start from how we teach economics and business, by promoting values that are more in accord with human nature and better support the common good.

How can economists and politicians work alongside ethicists to address economic challenges such as inequality, unemployment, climate change, and the roles of business?

The starting point is to recognize that we need a change in values to ground a needed change in policies. We need to escape the cramped confines of the neoliberal paradigm and recenter economics in ethics and moral philosophy. In this, Catholic social teaching offers a ready-made roadmap for action. I certainly believe that we can derive a crosscultural ethical consensus on the moral economy, but I also believe that Catholic tradition has these issues worked out in a systematic manner, and in a way that can appeal to all, believer and nonbeliever alike.



“This book lives at the intersection of academia and parenthood, combining careful research with human experience to call for much-needed systemic change. It speaks to administrative policymakers, to academic parents and their colleagues, and to non-academic partners and children. I am better for having read it.”

—Jacqueline H.R. DeMeritt,
associate professor of political science,
University of North Texas

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9 tables

HIGHER EDUCATION
World Rights

The PhD Parenthood Trap

Caught Between Work and Family in Academia

KERRY F. CRAWFORD AND LEAH C. WINDSOR

Academia has a big problem. For many parents—especially mothers—the idea of “work-life balance” is a myth. Parents and caregivers work harder than ever to grow and thrive in their careers while juggling the additional responsibilities that accompany parenthood. Breastfeeding, sick days that keep children home from school, and the sleep deprivation that plagues the early years of parenting threaten to derail careers. The result is an academic game of Chutes and Ladders, where career advancement is nearly impossible for parents who lack access to support systems.

In *The PhD Parenthood Trap*, Kerry F. Crawford and Leah C. Windsor reveal the realities of raising kids, on or off the tenure track, and suggest reforms to help support parents. Insights from their original survey data and vignettes from scholars across disciplines make it clear that universities lack understanding, uniform policies, and flexibility for family formation. Topics covered include pregnancy, adoption, miscarriage and infant loss, postpartum depression, family leave, breastfeeding, daily parenting challenges, the tenure clock, and more. Each chapter includes recommendations for best practices and policy changes. The book concludes with advice to new or soon-to-be parents to help them better navigate parenthood in academia.

The PhD Parenthood Trap provides parents, academic mentors, and university administrators with empirical evidence and steps to break down personal and structural barriers between parenthood and scholarly careers.

KERRY F. CRAWFORD is an associate professor of political science at James Madison University. She is the author of *Wartime Sexual Violence* (Georgetown University Press, 2017) and *Human Security: Theory and Action*. She is the mother of three young children.

LEAH C. WINDSOR is a research associate professor in the Institute for Intelligent Systems at the University of Memphis. She directs the Languages Across Cultures lab. She is the mother of two young children.

EXCERPT FROM CHAPTER 2, “BIAS AND FAMILY FORMATION IN ACADEMIA”

As a master’s student, my assistantship duties involved both administering a lecture series and teaching a course. I was due in late December, and my plan was to have the baby and then come back to classes and assistantship duties in mid-January when the spring semester started. I had worked very hard to ensure everything was planned and ready for the spring. Even though I was very visibly pregnant, one of my supervisors must have missed it. As the fall semester ended, I told him that I would have everything done before delivering. He looked at my belly and finally must have noticed that I was pregnant! He marched me to the department head’s office and basically asked something like “what are we going to do about this.” I stood there dumbfounded. The department head was in a meeting at that time with another professor; I remember both looking at me with disgust. The head, probably not fully aware of what he was saying, told me we’d have to talk about how any absence would affect my stipend. His words hurt. Instead of asking me about my plans for returning or—gasp!—congratulating me on the child, he assumed I’d miss work. There was no care for me as a person or a student, just shock that a graduate student would even think about having a baby. When I went home that evening, I was so stressed about the situation and the lack of support I had felt that I ended up asking my OBGYN to induce me early, just so I could ensure that I didn’t miss a day of work. Even now, the situation stings.

Dr. Amanda Murdie

Department Head, Department of International Affairs
Thomas P. and M. Jean Lauth Public Affairs Professor
School of Public and International Affairs
University of Georgia

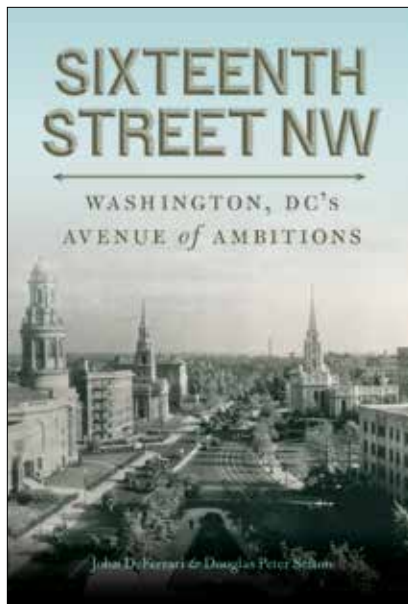
EXCERPT FROM CHAPTER 4, “ASKING FOR HELP”

In early May before my second child was born, I asked for two weeks of family medical leave at the start of the Fall semester. . . . However, my chair refused my request justifying this refusal because a student had complained about a colleague of mine not being in class enough. . . . Then I learned about FMLA and online accommodations that a male colleague received for the birth of his second child. . . . he received better accommodations for the birth of his children than I did. For his first child . . . he was able to teach entirely online. For the birth of his second child in July 2018, he first was able to teach entirely online in Fall 2018 from a foreign country with his family and is taking FMLA for Spring 2019. With his time at home he was able to write a book and go up for tenure. He also turned down mentoring of honors students and did not take them to conferences.

Dr. Courtney Burns

Assistant Professor of Political Science, Bucknell University

Note: The author has moved to a new university and her vignette reflects experiences at a previous institution.



“Sixteenth Street is one of the grand avenues of the L’Enfant Plan, a cardinal axis through the city from the White House to its northern border, but its history is anything but linear. DeFerrari and Sefton compellingly weave together a complex history of people and events that unexpectedly and intentionally crisscross and overlap the avenue as it courses through the city and time.”

—Kim Prothro Williams,
architectural historian and author

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88 b&w photos, 8 maps

HISTORY / WASHINGTON, DC
World Rights

Sixteenth Street NW

Washington, DC's Avenue of Ambitions

**JOHN DEFERRARI AND
DOUGLAS PETER SEFTON**

Sixteenth Street NW in Washington, DC, has been called the Avenue of the Presidents, Executive Avenue, and the Avenue of Churches. Beginning at the front door of the White House, this north-south artery runs through the middle of the District and extends just past its border with Maryland. The street is as central to the cityscape as it is to DC's history and culture.

In *Sixteenth Street NW: Washington, DC's Avenue of Ambitions*, John DeFerrari and Douglas Peter Sefton depict the social and architectural history of the street and immediate neighborhoods, inviting readers to explore how the push and pull between ordinary Washingtonians and powerful elites has shaped the corridor—and the city. This highly illustrated book features notable buildings along Sixteenth Street and recounts colorful stories of those who lived, worked, and worshipped there.

What readers will find is that both then and now, Sixteenth Street NW has been shaped by a diverse array of people and communities. The street, and the book, feature a range of sites—from Black Lives Matter Plaza to the White House, from mansions and rowhomes to apartment buildings, from Meridian Hill (Malcolm X) Park with its drum circles to Rock Creek Park with its tennis tournaments, and from hotels to houses. This history of Sixteenth Street reveals a cross section that shows the vibrant makeup of our nation's capital.

JOHN DEFERRARI is a native Washingtonian with a lifelong passion for local history, which he writes about on his blog, Streets of Washington. He is the author of *Capital Streetcars: Early Mass Transit in Washington, DC*; *Historic Restaurants of Washington, DC: Capital Eats*; and *Lost Washington, DC*.

DOUGLAS PETER SEFTON is an architectural historian, creator of the preservation website Victorian Secrets of Washington, DC, and a member of the board of trustees of the DC Preservation League.

LANDMARK BUILDINGS OF SIXTEENTH STREET, NW



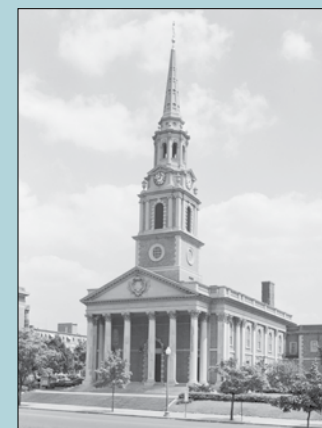
Scottish Rite Temple viewed from Sixteenth Street looking southeast, 1921.

Scottish Rite Temple

The Scottish Rite Temple (House of the Temple) at 1733 Sixteenth Street, NW near Dupont Circle serves as the southern headquarters for the Scottish Rite of Freemasonry. This striking building is based on the Tomb of Mausolus at Halicarnassus, which was designed by Greek architects in 350 BC and is regarded as one of the Seven Wonders of the Ancient World. The temple was the first Washington public building designed by John Russell Pope (1874–1937), a graduate of the École des Beaux-Arts who later went on to design the National Archives, the original National Gallery of Art building, and the Jefferson Memorial. Pope interwove Masonic symbols into his design. Thirty-three ionic columns, each thirty-three feet high, commemorate the degrees of Scottish Rite ritual. Double-headed eagles appear on the bronze medallions, staircase, and even on the roof, and limestone figures of Boaz and Jachin—the sphinxes of power and wisdom—flank the entrance. Completed in October 1915, this sophisticated addition to Sixteenth Street helped cement its ascendance from byway to Beaux-Arts boulevard.

Meridian Hill Park Cascade

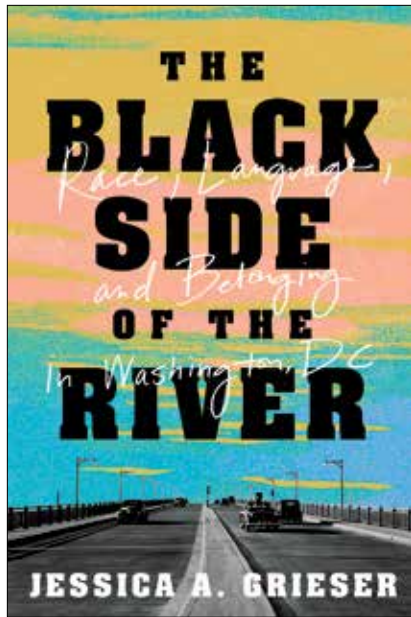
Inspired by the gardens of Renaissance Italy, landscape architect George E. Burnap planned Meridian Hill Park's two-part layout, designing a formal upper terrace overlooking cascading falls that spill through a series of basins into a lower park. The lower park was further divided by a reflecting pool and plaza at its base. When Burnap left to pursue his private practice, his student Horace Peaslee took over the park's design. One of the park's claims to fame is the revolutionary method of forming concrete aggregate, using pebbles from the Potomac to create a colorful pattern evocative of the pebble mosaics in Italian gardens, that Peaslee developed in collaboration with designer John Joseph Earley. The cascades are still there today, although the pipe that supplies water to the structure is currently undergoing repairs and will soon be replaced, restoring the waterfall to its former glory. Since the 1960s, the park has been a focal point for social justice demonstrations and is known by many locals as Malcolm X Park.



All Souls Unitarian Church at Sixteenth Street and Harvard Street NW is modeled after London's Saint Martin-in-the-Fields.

All Souls Unitarian Church

All Souls Unitarian Church, located at the intersection of Sixteenth and Harvard Streets, was completed in 1924. The first All Souls church in Washington, designed by Charles Bulfinch, was built on the northeast corner of Sixth and D Streets NW in 1820. By 1908 the congregation met in a Victorian-Gothic church at Fourteenth and L Streets NW and needed an even larger building as attendance soared, in part due to the inauguration of its most famous congregant, President Howard Taft. The congregation originally planned to build the new church on a plot of land adjacent to the Scottish Rite Temple; however, when the project was delayed until after the First World War, and the neighboring Chastleton apartment building made an offer to buy the land, church members agreed to sell and instead built on the southeast corner of Sixteenth and Harvard Streets NW. Boston architect Henry R. Shepley modeled the colonial revival church off of Saint Martin-in-the-Fields church in Trafalgar Square.



“The Black Side of the River presents a much-needed Black-centered approach to linguistic discourses about race and place. The book deftly illustrates the impact of gentrification on identity and language.”

—Anne H. Charity Hudley,
professor of education,
African and African American studies,
and linguistics, Stanford University

The Black Side of the River

Race, Language, and Belonging in Washington, DC

JESSICA A. GRIESER

Across the United States, cities are changing. Gentrification is transforming urban landscapes, often pushing local Black populations to the margins. As a result, communities with rich histories and strong identities grapple with essential questions. What does it mean to be from a place in flux? What does it mean to be a specific kind of person from that place? What does gentrification mean for the fabric of a community?

In *The Black Side of the River*, sociolinguist Jessi Grieser draws on ten years of interviews with dozens of residents of Anacostia, a historically Black neighborhood in Washington, DC, to explore these ideas through the lens of language use. Grieser finds that residents use certain speech features to create connections among racial, place, and class identities; reject negative characterizations of place from those outside the community; and negotiate ideas of belonging. In a neighborhood undergoing substantial class gentrification while remaining decisively Black, Grieser finds that Anacostians use language to assert a positive, hopeful place identity that is inextricably intertwined with their racial one.

Grieser’s work is a call to center Black lived experiences in urban research, confront the racial effects of urban change, and preserve the rich culture and community in historic Black neighborhoods, in Washington, DC, and beyond.

JESSI GRIESER is an assistant professor of rhetoric, writing, and linguistics at the University of Tennessee, Knoxville. She is a sociolinguist who specializes in discourse analysis, geosemiotics, and sociophonetics.

INTERVIEW WITH JESSICA A. GRIESER



© Kelli Gunn-Olsson

How can studying speech practices in one neighborhood help us better understand and think critically about urban change in general?

There’s often a disconnect between developers and urban communities. Even though often the stated goals of urban development include strengthening communities and leaving existing residents in place, these rarely happen, for a variety of reasons. One of the reasons is that we don’t really have a language outside of money to talk about gentrification—it becomes about rent gaps and property values in ways that mask the racialization of these processes. When everything is framed in terms of economics, everyone has to play the economics game. I hope the linguistic practices of place gives people different language to discuss why people’s investment in their community matters, and to understand the ways that community identity is dependent on, coconstructed with, and in opposition to other communities. Understanding framing, positioning, and the narratives that surround belonging and change creates a shared vocabulary to think about urban change beyond property values, investments, and displacement.

Why did you choose to focus your research on the Anacostia neighborhood in particular?

While Washington, DC, has been gentrifying for decades, the southeast quadrant has been one of the last to experience its effects, in part because of ongoing white fears about the neighborhood, and in part because it was largely untouched by the effects of the 1968 riots, which were a watershed moment for other Black parts of the city. The destruction of neighborhoods like U Street, H Street NE, and Columbia Heights struck at the heart of DC’s Black community and, because of the high volume of abandoned property which remained, wound up paving the way for very rapid gentrification three decades later.

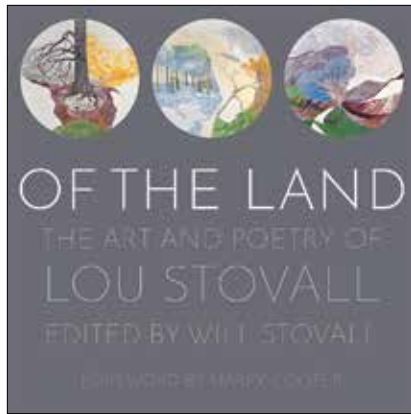
Anacostia, meanwhile, was mostly untouched by the riots, and was one of the last parts of DC to be connected to the Metro rail system. As a result it kept much of the same character that existed in the 1970s, when DC was over 70 percent African American and was named Chocolate City. Then in the 2010s, Anacostia started to experience socioeconomic shift—but the first people to move back in were other Black Washingtonians. That made it a fascinating place to study how race, class, and place identities intersect.

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FEBRUARY 2022 208 pages / 6 x 9 /
2 figures, 3 tables

SOCIOLINGUISTICS

World Rights



“Once we enter the circle game of these poem-pictures, once we pass through the porthole into the worlds they offer, so replete and yet so welcoming, it is hard to turn back.”

—Harry Cooper, senior curator and head of modern art at the National Gallery of Art, from the book's foreword

Of the Land

The Art and Poetry of Lou Stovall

WILL STOVALL, EDITOR

Foreword by Harry Cooper

Renowned for his innovative work with silkscreen printing, Lou Stovall's works are part of numerous collections, including the National Gallery of Art, Smithsonian American Art Museum, and Phillips Collection. *Washington Post* art critic Paul Richard once wrote, “As a printer of his own art, and of the art of many others, as a framer and installer and shepherd of collections, Stovall has inserted more art into Washington than almost anyone in town.”

Of the Land: The Art and Poetry of Lou Stovall presents a series of prints and accompanying poems that showcase the artist's work during the 1970s, when he was developing his unique silkscreen technique and exploring both natural and abstract elements. An introduction by the book's editor and artist's son, Will Stovall, along with an autobiography from the artist anchor the *Of the Land* series in its time and place—a period of jazz, protest, and prolific art production in Washington, DC, that birthed the Washington Color School. Stovall's contributions, as well as his collaborations with well-known artists like Jacob Lawrence, Sam Gilliam, Elizabeth Catlett, and Robert Mangold, have cemented him as one of the most significant American artists of our age.

Part of a tradition of African American artists and thinkers who met at Howard University, Lou Stovall created the Workshop in 1968, a small, active silkscreen studio printing posters for arts and DC-focused events. His deep influence on the silkscreen medium, the art community, and DC will be part of his lasting legacy.

LOU STOVALL was born in Athens, Georgia, in 1937 and grew up in Springfield, Massachusetts. He studied at the Rhode Island School of Design and Howard University, and has lived and worked in Washington, DC, since 1962. His work is part of collections throughout the world.

WILL STOVALL is an artist and painter in Washington, DC. He holds a PhD from Yale University with a dissertation on the institutional imagination of philosopher Jürgen Habermas. He maintains the Lou Stovall Workshop.



Of the Land

the Kindness of Living
amidst Love's Greening Land
is bourne of Earth's Sweet Giving
of Morning and Evening and Seasons.

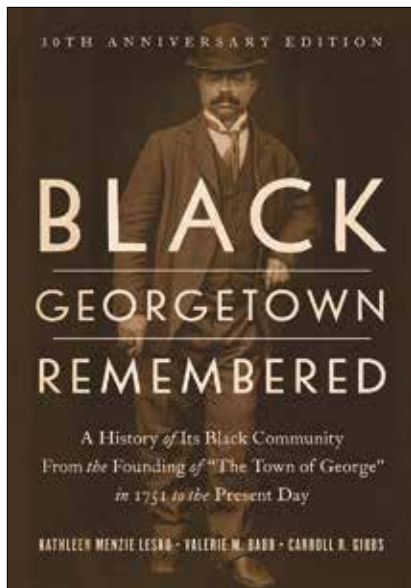
and Knowing of this Believing
seeing now the Coming Yield—
break from Heaven's Great Being
and Exanthema of Clouds.

as Spring Becomes a Leaving
and Summer's Spirit Holds Love's Stay
the Bounty thus is Falling
and Winters bear the Promise.

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photos, 2 b&w photos, 35 color plates

WASHINGTON, DC / ARTS AND CULTURE
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Praise for Past Editions

“Makes a great contribution to the little-known history of black Washington.”

—*Washington Post Book World*

“[O]ral history interviews with black Georgetown residents, both past and present, invite readers to see the community from within, rather than as outsiders just passing through.”

—Maria R. Goodwin, *Washington History*

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 reveals a rich but little-known history of the Georgetown Black community from the colonial period through the twentieth century. Drawing on primary sources, including oral interviews with past and current residents and extensive research in church and historical society archives, the authors record the hopes, dreams, disappointments, and successes of a vibrant neighborhood as it persevered through slavery and segregation, war and peace, prosperity and depression.

This thirtieth anniversary edition features more than two hundred illustrations, including portraits of prominent community leaders, sketches, maps, and nineteenth-century and contemporary photographs. A new chapter includes recent interviews with current Georgetown residents reflecting on the Black community, past and present.

Black Georgetown Remembered is a compelling and inspiring journey through more than two hundred years of history. A one-of-a-kind book, it invites readers to share in the lives, dreams, aspirations, struggles, and triumphs of real people, to join them in their churches, at home, and on the street, and to consider how the unique heritage of this neighborhood intersects and contributes to broader themes in African American and Washington, DC, history.

KATHLEEN MENZIE LESKO is a former scholar-in-residence at the Folger Shakespeare Library and current research scholar at the Huntington Library in San Marino, California.

VALERIE M. BABB is the Andrew Mellon Professor of Humanities in African American Studies and English at Emory University.

CARROLL R. GIBBS is a professional historian, lecturer, and author of numerous works on African American history.

CURRENT RESIDENTS DISCUSS GEORGETOWN’S BLACK COMMUNITY, PAST AND PRESENT

“Georgetown’s a very interesting place to be, to walk down the street and people thinking that you don’t live here. When you walk out your front door, they look at you like ‘Where are you coming from?’”

“Even though my family had moved out of Georgetown around 1949 or so, I didn’t call it gentrification. You can call it what you want. They were throwing Black folks out of Georgetown. That’s the bottom line. That’s the way it was.”

“You’ve got these young Black people still living here who are very high achievers. You’ve got Black churches that sustain themselves throughout all this. I want to make sure you not only capture the facts, but you also capture the spirit as well. This is still a living, vibrant thing.”

“Now that the pandemic appears to be slowly going away, we can really come together, because this is our story. There’s no one else going to tell our story. It’s up to us to keep this going. I definitely don’t want people to think this is going to be it.”

These excerpts are part of an oral history of the Black community in Georgetown, conducted by Kathleen M. Lesko in early 2021. These oral histories appear in full in the new edition of *Black Georgetown Remembered*.

\$29.95 T / £22.50 cloth 978-1-64712-165-5
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NOVEMBER 2021 280 pp. / 7 x 10 /
212 b&w illus.

REGIONAL / AFRICAN AMERICAN HISTORY
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“The finished product is a great basketball book, filled with details of big games, powerful high school basketball programs and insightful stories about the top players and coaches who, at least at one time, called Washington home. The chronicle begins in 1900, when a local newspaper first mentioned a high school basketball game, and continues through the 1990s, when DeMatha High School was dominant.”

—*New York Times*

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OCTOBER 2021 336 pages / 7 x 10 /
 60 b&w photos

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New in Paper

The Capital of Basketball

A History of DC Area High School Hoops

JOHN McNAMARA

With Andrea Chamblee and David Elfin

Foreword by Coach Gary Williams

The celebration of Washington, DC, basketball is long overdue. The DC metro area stands second to none in its contributions to the game. Countless figures who have had a significant impact on the sport over the years have roots in the region, including E. B. Henderson, the first African American certified to teach public school physical education, and Earl Lloyd, the first African American to take the court in an NBA game. The city’s Spingarn High School produced two players—Elgin Baylor and Dave Bing—recognized among the NBA’s fifty greatest at the League’s fiftieth anniversary celebration. No other high school in the country can make that claim.

This book is the first-ever comprehensive look at the great high school players, teams, and coaches in the DC metropolitan area. Based on more than 150 interviews, *The Capital of Basketball* is first and foremost a book about basketball. But in discussing the trends and evolution of the game, McNamara also uncovers the turmoil in the lives of the players and area residents as they dealt with prejudice, educational inequities, politics, and the ways the area has changed through the years.

JOHN McNAMARA was a staff writer for the *Annapolis Capital* newspaper. He earned a degree in journalism from the University of Maryland and spent over thirty years covering local, college, and professional sports. He won several awards from the Maryland-DC-Delaware Press Association for his writing. McNamara was one of five employees of the *Annapolis Capital* who were gunned down in a mass shooting at the newspaper on June 28, 2018.

New in Paper

To Catch a Spy

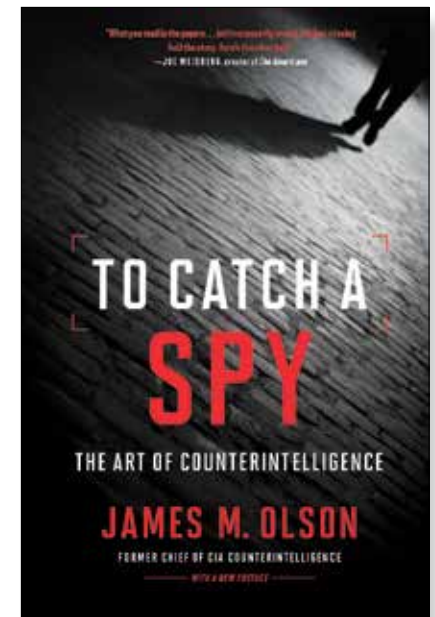
The Art of Counterintelligence

JAMES M. OLSON, FORMER CHIEF OF CIA COUNTERINTELLIGENCE

The United States is losing the counter-intelligence war. Foreign intelligence services, particularly those of China, Russia, and Cuba, are recruiting spies in our midst and stealing our secrets and cutting-edge technologies. In *To Catch a Spy: The Art of Counterintelligence*, James M. Olson, former chief of CIA counterintelligence, offers a wake-up call for the American public and a guide for how our country can do a better job of protecting its national security and trade secrets. Olson takes the reader into the arcane world of counterintelligence as he lived it during his thirty-year career in the CIA.

After an overview of what the Chinese, Russian, and Cuban spy services are doing to the United States, Olson explains the nitty-gritty of the principles and methods of counterintelligence. Readers will learn about specific aspects of counterintelligence such as running double-agent operations and surveillance. The book also analyzes twelve real-world case studies to illustrate why people spy against their country, the tradecraft of counterintelligence, and where counterintelligence breaks down or succeeds. A “lessons learned” section follows each case study.

JAMES M. OLSON served for over thirty years in the Directorate of Operations of the Central Intelligence Agency, mostly overseas in clandestine operations. In addition to several foreign assignments, he was chief of counterintelligence at CIA headquarters in Langley, Virginia. Currently, he is a professor of the practice at the Bush School of Government and Public Service of Texas A&M University. He is the author of *Fair Play: The Moral Dilemmas of Spying*.



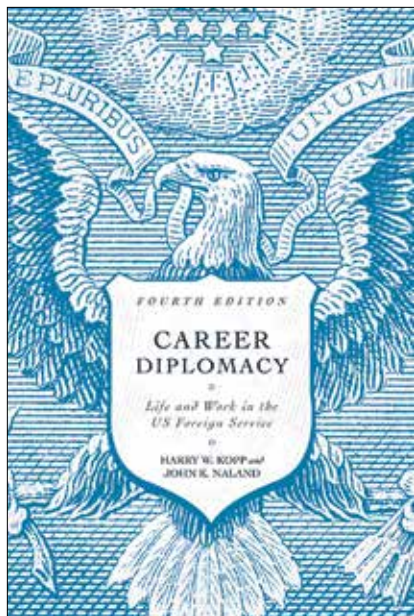
“A must-read for professionals in security and/or governmental affairs; it may also appeal to readers interested in foreign counterintelligence efforts and U.S. tactics.”

—*Library Journal*

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INTELLIGENCE / ESPIONAGE
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“Anyone contemplating a career in national security should read this book.”

—Hon. Anne Patterson, former assistant secretary of state and ambassador to Egypt, Pakistan, Colombia, and El Salvador

“Career Diplomacy was an instant classic, and the new fourth edition brings in important new material from the Trump years.”

—Hon. Teresita Schaffer, ambassador to Sri Lanka and director of the Foreign Service Institute

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CAREERS / INTERNATIONAL AFFAIRS
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Career Diplomacy

Life and Work in the US Foreign Service
Fourth Edition

HARRY W. KOPP AND JOHN K. NALAND

Career Diplomacy takes readers inside the world of American diplomats in the US Foreign Service. Members of the Foreign Service represent the country abroad, protect and support American citizens overseas, manage government programs and facilities, and move foreign policy from the abstract to the actual. In this new and thoroughly revised edition, Foreign Service veterans Harry W. Kopp and John K. Naland lay out what to expect in a Foreign Service career, from the entrance exam through midcareer and into the senior service—how to get in, get around, and get ahead.

Part one begins with the history and structure of the US Foreign Service in the Department of State and other agencies. Part two looks at a number of professional challenges, including how to be a diplomat in a war zone and how to respond when what the government demands conflicts with what the Constitution requires or one’s conscience compels. In part three, the authors explore the trajectory of a Foreign Service career through their own experiences and interviews with over a hundred current and former members. Part four brings the discussion up to the present and looks to the future, describing a Service emerging from the Trump years determined to improve diversity, protect a high standard of nonpolitical public service, and reward performance with responsibility.

This best-selling guide demystifies the US Foreign Service for those interested in working within or alongside the institution.

HARRY W. KOPP, a former Foreign Service officer, served as deputy assistant secretary of state for international trade policy in the Carter and Reagan administrations.

JOHN K. NALAND, who had a distinguished twenty-nine-year career in the Foreign Service, is now a part-time lecturer at the US Department of State’s Foreign Service Institute. He is a former president of the American Foreign Service Association.

Arms Control for the Third Nuclear Age

Between Disarmament and Armageddon

DAVID A. COOPER

The United States faces a new era of nuclear arms racing for which it is conceptually unprepared. Great power nuclear competition is seemingly returning with a vengeance as the post–Cold War international order morphs into something more uncertain, complicated, and dangerous. In this unstable third nuclear age, legacy nonproliferation and disarmament instruments designed for outmoded conditions are ill-equipped to tame the complex dynamics of a multipolar nuclear arms race centered on China, Russia, and the United States.

David A. Cooper proposes relearning, reviving, and adapting classic arms control theory and negotiating practices to steer the world away from destabilizing nuclear arms races. He surveys the history of nuclear arms control efforts, revisits strategic theory’s view of nuclear competition dynamics, and interviews US nuclear policy practitioners about both the past and the emerging era. To prepare for this third nuclear age, Cooper recommends adapting the Cold War’s classical paradigm of adversarial arms control for the contemporary landscape. Rather than prioritizing disarmament to eliminate nuclear weapons, this neoclassical approach would pursue pragmatic agreements to stabilize deterrence relationships among today’s nuclear rivals.

Diverging from other recent books on the topic, *Arms Control for the Third Nuclear Age* provides analysts with a more hard-nosed strategic approach. In this very different era of great power rivalry, this book will be a must-read for scholars, students, and practitioners of nuclear arms control.

DAVID A. COOPER is the James V. Forrestal Professor of National Security Affairs at the US Naval War College. He previously served as the director of the Office of Nonproliferation Policy and as the director of the Office of Strategic Arms Control Policy at the US Department of Defense. He is the author of *Competing Western Strategies Against the Proliferation of Weapons of Mass Destruction*.



“Cooper situates the conceptual and practical complexities of arms control within broader strategy and geopolitics to reveal the daunting challenges that the United States faces and to provide a workable roadmap for using arms control to preserve stable deterrence. I recommend this as essential reading for anyone who studies, practices, or cares about US national security.”

—Admiral James Stavridis USN, Supreme Allied Commander at NATO (2009–2013)

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INTERNATIONAL AFFAIRS
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“A well-written, lucid textbook dealing with all the essentials that one needs to do a QCA analysis. Just the right amount of technical details to get the basic ideas across but easily understandable to those interested in learning QCA or brushing up on recent developments. A user-friendly R manual accompanies the book, allowing one to quickly start doing analyses.”

—Gary Goertz, professor of political science, University of Notre Dame

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DECEMBER 2021 240 pages / 7 x 10 / 32 figures, 46 tables

SOCIAL SCIENCES
 World Rights

Qualitative Comparative Analysis

An Introduction to Research Design and Application

PATRICK A. MELLO

Social phenomena can rarely be attributed to single causes—instead, they typically stem from a myriad of interwoven factors that are often difficult to untangle. Drawing on set theory and the language of necessary and sufficient conditions, qualitative comparative analysis (QCA) is ideally suited to capturing this causal complexity. A case-based research method, QCA regards cases as combinations of conditions and compares the conditions of each case in a structured way to identify the necessary and sufficient conditions for an outcome.

Qualitative Comparative Analysis: An Introduction to Research Design and Application is a comprehensive guide to QCA. As QCA becomes increasingly popular across the social sciences, this textbook teaches students, scholars, and self-learners the fundamentals of the method, research design, interpretation of results, and how to communicate findings.

Following an ideal typical research cycle, the book's ten chapters cover the methodological basis and analytical routine of QCA, as well as matters of research design, causation and causal complexity, QCA variants, and the method's reception in the social sciences. A comprehensive glossary helps to clarify the meaning of frequently used terms. The book is complemented by an accessible online R manual to help new users practice QCA's analytical steps on sample data and then implement QCA with their own findings.

PATRICK A. MELLO is a visiting scholar at the Willy Brandt School of Public Policy at the University of Erfurt and privatdozent at the TUM School of Governance of the Technical University of Munich. He is the author of *Democratic Participation in Armed Conflict: Military Involvement in Kosovo, Afghanistan, and Iraq*, winner of the 2015 Dissertation Award from the German Political Science Association. His articles have appeared in journals such as *Foreign Policy Analysis*, *European Journal of International Security*, and the *British Journal of Politics and International Relations*.

Beyond Biology

Rethinking Parenthood in the Catholic Tradition

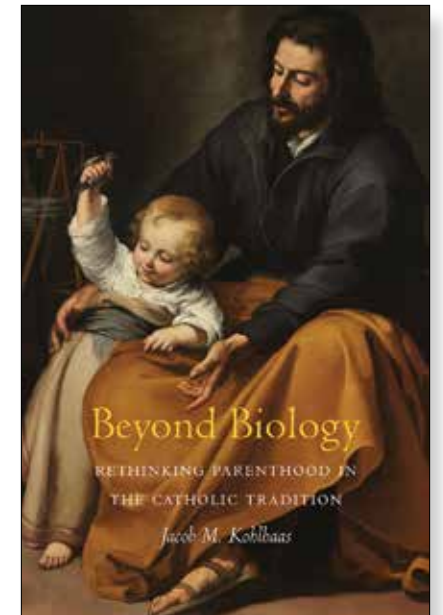
JACOB M. KOHLHAAS

The Catholic Church has a long and diverse history of tolerating various child-rearing arrangements. The dominant Catholic framework for conceptualizing parenthood, however, is highly influenced by concerns over sexual ethics and gender norms. While sexual and reproductive ethics are important, the present consensus that theological consideration of parenthood necessarily hinges on these matters diverts attention from actual parenting practices in their social and cultural contexts. In reality, kinship and caregiving are often negotiated in complex ways.

In *Beyond Biology*, Jacob M. Kohlhaas uses a historical and interdisciplinary theological method that engages both analytically and appreciatively with tradition to sketch a broader Catholic anthropology of parenthood. Kohlhaas's identification of interpretive options within the Catholic tradition creates room for meaningful, intellectually convincing, and theologically rich responses to challenges facing Catholic parents and families today.

By marshaling the diversity of the Christian tradition and exploring contemporary research in the social sciences and humanities, Kohlhaas frames a theological conversation on parenthood as parenthood—considering the needs and well-being of children as well as the potentials and capabilities of adult caregivers. He considers adoption and nonbiological parenthood, fathers as primary caregivers and nurturers, caregiving by siblings and grandparents, and communal parenting and coparenting beyond the spousal pair. In Kohlhaas's view, conceptions of parenthood should be guided by the meaning of Christian kinship rooted in baptism as well as concern for the actual caregiving capacities of adults and the needs of children.

JACOB M. KOHLHAAS is an associate professor of moral theology at Loras College in Dubuque, Iowa. He received his PhD from Duquesne University in 2015 and has published on parenthood and the family in a number of leading journals.

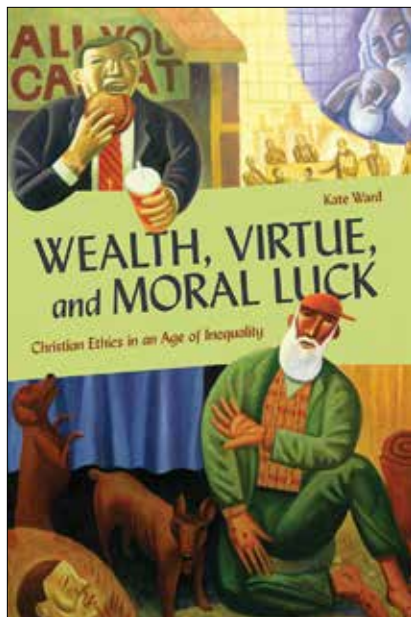


“A Church that truly desires justice for all parents and children is in desperate need of the theological precision and inclusive spirit with which Kohlhaas invites us beyond biology, beyond sexual and gendered complementarity, and toward a richer vision of the dynamic relational care labor that characterizes the lived experiences of families.”

—Mary M. Doyle Roche, associate professor, College of the Holy Cross

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MORAL TRADITIONS SERIES
 CHRISTIAN ETHICS / CATHOLICISM
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Wealth, Virtue, and Moral Luck

Christian Ethics in an Age of Inequality

KATE WARD

Our understanding of inequality as a moral problem is incomplete. It is not enough to say that inequality is caused by moral failing. We must also see that influence runs in both directions. Inequality harms people's moral development.

In *Wealth, Virtue, and Moral Luck*, Kate Ward addresses the issue of inequality from the perspective of Christian virtue ethics, arguing that moral luck—our individual life circumstances—affects our ability to pursue virtue. Economic status functions as moral luck and impedes the ability of both the wealthy and the poor to pursue virtues such as prudence, justice, and temperance, and extreme inequality exacerbates the impact of wealth and poverty on virtue.

With these realities in mind, Ward shows how Christians and Christian communities should respond to the challenges inequality poses to virtue. Through working to change the structures that perpetuate extreme inequality—and through spiritual practices, including contentment, conversion, encountering others, and reminding ourselves of our ultimate dependence on God—Ward believes that we can create a world where all people can pursue and achieve virtue.

KATE WARD, who received her PhD from Boston College in 2016, is an assistant professor of theology at Marquette University. She has published articles on wealth, virtue, and economic inequality in journals including *Theological Studies*, the *Journal of Religious Ethics*, *Heythrop Journal*, and the *Journal of the Society of Christian Ethics*.

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RELIGION / CATHOLICISM

MORAL TRADITIONS SERIES

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Freedom

Christian and Muslim Perspectives

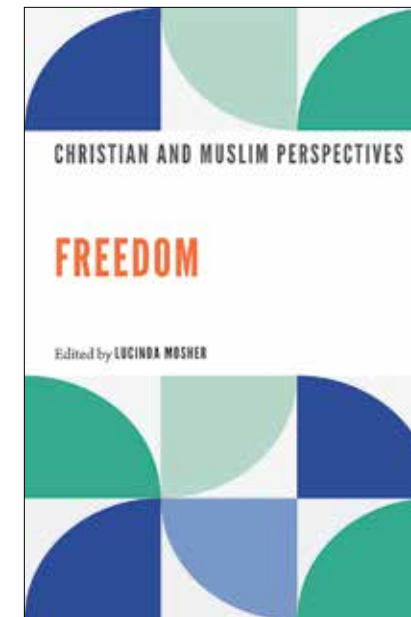
LUCINDA MOSHER, EDITOR

Freedom is far from straightforward as a topic of comparative theology. While it is often identified with modernity and even postmodernity, freedom has long been an important topic for reflection by both Christians and Muslims, discussed in both the Bible and the Qur'an. Each faith has a different way of engaging with the idea of freedom shaped by the political context of their beginnings. The New Testament emerged in a region under occupation by the Roman Empire, whereas the Qur'an was first received in tribal Arabia, a stateless environment with political freedom.

Freedom: Christian and Muslim Perspectives, edited by Lucinda Mosher, considers how Christian and Muslim faith communities have historically addressed many facets of freedom. The book presents essays, historical and scriptural texts, and reflections. Topics include God's freedom, human freedom to obey God, autonomy versus heteronomy, autonomy versus self-governance, freedom from incapacitating addiction and desire, hermeneutic or discursive freedom vis-à-vis scripture and tradition, religious and political freedom, and the relationship between personal conviction and public order.

The rich insights expressed in this unique inter-faith discussion will benefit readers—from students and scholars, to clerics and community leaders, to politicians and policymakers—who will gain a deeper understanding of how these two communities define freedom, how it is treated in both religious and secular texts, and how to make sense of it in the context of our contemporary lives.

LUCINDA MOSHER is the rapporteur of the Building Bridges Seminar and editor or coeditor of eight previous volumes generated by that dialogue. Concurrently, she is Hartford Seminary's Faculty Associate in Chaplaincy and Interreligious Studies and an affiliate of its Macdonald Center for the Study of Islam and Christian-Muslim Relations. She holds a doctor of theology degree from the General Theological Seminary in New York City.



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EVGENY DENGUB is a senior lecturer of Russian and director of the Russian program at the University of Massachusetts Amherst. He is a coeditor of *The Art of Teaching Russian*.

SUSANNA NAZAROVA is a lecturer of Russian at Mount Holyoke College. She is a coauthor of *Panorama: Intermediate Russian Language and Culture*.

Online World Language Instruction Training and Assessment

An Ecological Approach

CARMEN KING RAMÍREZ, BARBARA A. LAFFORD, AND JAMES E. WERMERS

Virtual learning creates unique challenges for instructors, who need to ensure that their students have adequate interaction with their peers, their professor, and native speakers of the language. Even with a growing demand for online language courses, there are few tools that evaluate the training and assessment of online language instructors.

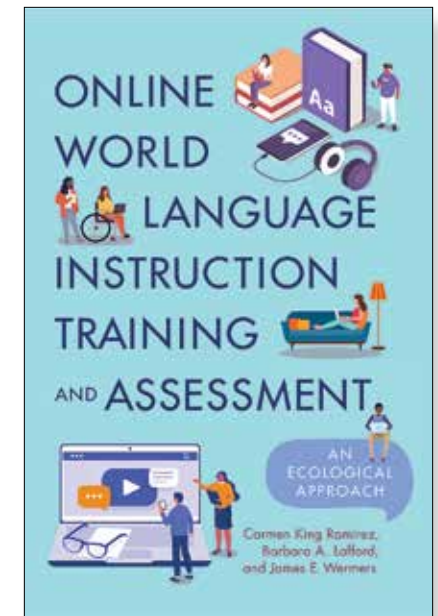
Online World Language Instruction Training and Assessment fills that gap, providing a critical pedagogical approach to computer-assisted language learning (CALL) teacher education (CTE). By combining best CTE training and evaluation practices with assessment tools, the authors explain how teachers can integrate technology to build successful online programs.

The authors propose new solutions to teacher training challenges and provide extensive rubrics and tools for the assessment process. A list of additional CALL and CTE resources are available on the Press’s website.

CARMEN KING RAMÍREZ is an assistant professor of Spanish and the director of the Online Spanish Program at the University of Arizona. She hosts the academic podcast series, *World Languages 21*. She coedited the volume *Transferable Skills for the 21st Century: Preparing Students for the Workplace through World Languages for Specific Purposes* with Barbara A. Lafford.

BARBARA A. LAFFORD is a professor emerita of Spanish at Arizona State University. She has published widely on CALL, Spanish socio-linguistics, second language acquisition, and languages for specific purposes.

JAMES E. WERMERS is a clinical faculty member in the humanities at Arizona State University and formerly coordinated training, development, and deployment of digital pedagogy and initiatives in the College of Integrative Sciences and Arts.



“When COVID forced language educators to abandon the physical classroom, they had no standards to train them to teach online. The authors have remedied this deficiency by providing an eminently practical and ecologically sound guide to building a CALL training program—preparing teachers to teach language successfully online, and then be fairly evaluated.”

—Robert J. Blake, Distinguished Professor of Spanish (emeritus) and director of the Davis Language Center UC Davis

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CYNTHIA GORDON, EDITOR

The contemporary landscape of discourse analysis—which examines spoken, written, and multi-modal communication—is so diverse that, as volume contributor Deborah Tannen observes, “discourse” has become almost synonymous with “language” and, for many scholars, extends well beyond it. The ways in which we communicate grow and change, as do approaches to discourse analysis along with the diversity of topics, analytic contexts, and disciplinary foundations. How do we conceptualize discourse? What are the various approaches to studying it? And how can we put these approaches into dialogue?

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Approaches to Discourse Analysis demonstrates the importance of the diverse perspectives that various approaches to discourse bring to bear on human communication. Readers interested in the interplay of language and culture will gain new insight and understanding from this rich compilation.

CYNTHIA GORDON uses theories and methods of discourse analysis to examine everyday social interactions in family, educational, and online and digital contexts. Author of *Making Meanings*, *Creating Family*, she was a 2012–13 fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University. She is a coeditor of *Family Talk and Identity and Ideology in Digital Food Discourse*.

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MAI ZAKI is an associate professor at the American University of Sharjah. She has published on corpus linguistics, translation, and teaching Arabic.

JOHN MACE has worked in Arab countries, both as a personnel and training officer in the oil sector and later as a delegate of the European Commission.

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Journal of the American Association of Teachers of Arabic

Volume 54

MOHAMMAD T. ALHAWARY, EDITOR

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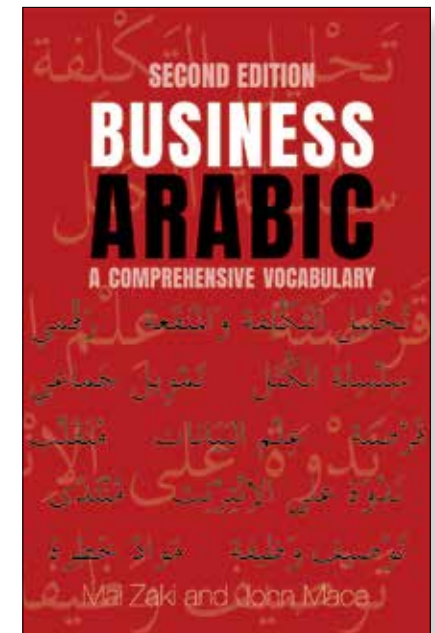
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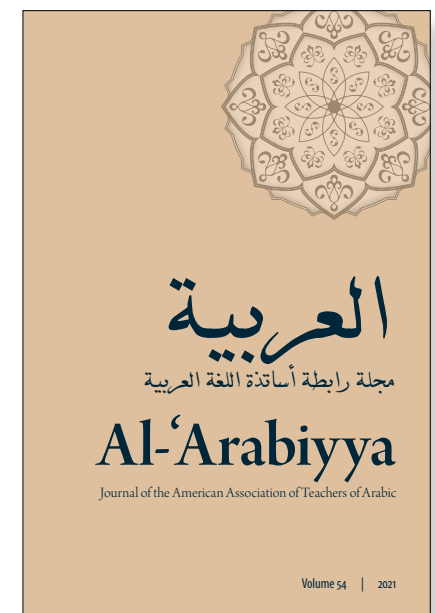
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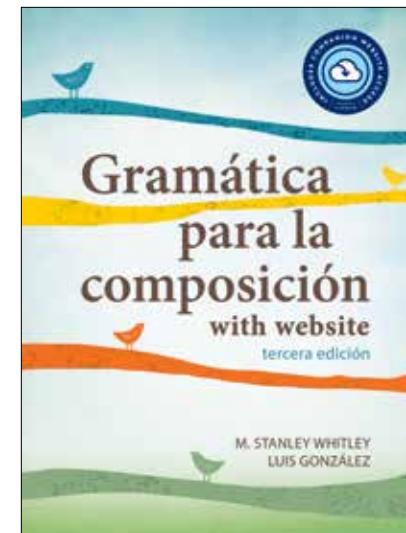
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M. STANLEY WHITLEY is a professor emeritus of Spanish and linguistics at Wake Forest University.

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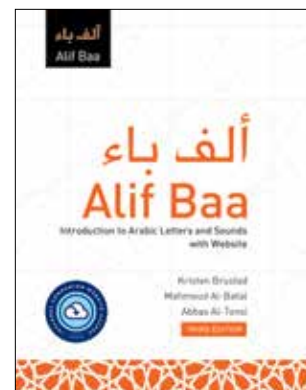
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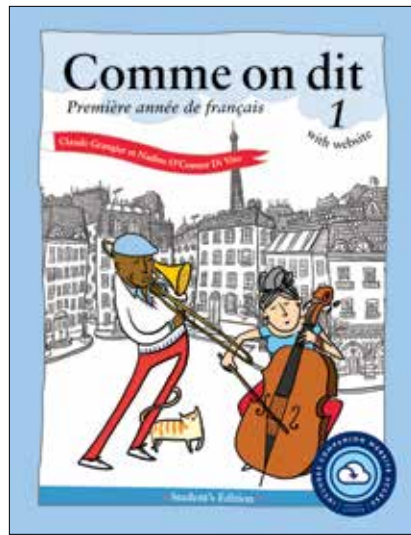
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NADINE O'CONNOR DI VITO

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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*.

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DI VITO, AND MARIE BERG

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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.



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Rodnaya rech' with website

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IRINA DUBININA AND OLESYA KISSELEV

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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.

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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.

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BENJAMIN RIFKIN is the dean of the Hofstra College of Liberal Arts and Sciences. **EVGENY DENGUB** is a lecturer in Russian and a codirector of the Three College Russian Initiative at Smith College, University of Massachusetts Amherst, and Mount Holyoke College. **SUSANNA NAZAROVA** is a lecturer in Russian and a codirector of the Three College Russian Initiative at Smith College, University of Massachusetts Amherst, and Mount Holyoke College.

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