

Critics' Choice Award

The purpose of the Critics' Choice Award is to increase awareness of recent scholarship that is of special interest to members of the society. The Critics' Choice selections are prominently displayed at the Book Exhibit held as part of the AESA annual conference and a special bibliography is published through AESA News and Comments. Over the years, committee selections have been valuable for updating the holdings of AESA members and their affiliate libraries. The procedures for serving on the committee are quite simple. Committee members are asked to nominate two books published in the last three years, which they feel qualify as "outstanding books and may be of interest to those in educational studies." This broad guideline is meant to generate exposure to the widest range of scholarly work. The award is not a competition. The selection of a title is all that is necessary for the book to be included. Participation as a committee member does not exclude a member's own work from receiving a nomination, however a committee member is not able to nominate his/her own work.

THE CRITICS' CHOICE COMMITTEE

The Critics' Choice Committee is comprised of AESA members who have been chosen by the Book Exhibit Coordinator. Each year, ten to fifteen members are asked to participate on the committee, many of these will decline and others will be asked. Every attempt is made to include members who have not previously served on the committee and to balance the committee by gender, race/ethnicity, discipline, geography, age, institution, etc. Graduate students are also often included on the committee. The Book Exhibit Coordinator is also a member of the committee, as is the president elect/program chair. Anyone interested in serving on the committee can contact the Book Exhibit Coordinator.

The award is not a competition, but is meant to bring "outstanding scholarship" to the attention of our members. In the past, Book Exhibit Coordinators have wanted to change this, to make the program stronger, or at least the selection more rigorous. Many Book Exhibit Coordinators in the past have talked about it, but it would take a lot of time and effort, and in the end it has remained the same. Currently, there is no process in place to have particular books examined and considered for the award, other than the Book Exhibit Coordinator passing their names on to the committee members. This is also something that in the future the Book Exhibit Coordinator or the membership may want to address.

AESA CRITICS' CHOICE AWARD WINNERS 2002

Each year, a committee of AESA members selects a number of titles it regards as outstanding books that may be of interest to those in educational studies. These books are designated as AESA Critics' Choice Award winners and are displayed

prominently at the annual meeting. The Critics' Choice Award serves to recognize and increase awareness of recent scholarship deemed to be outstanding in its field and of potential interest to members of the Association.

Arnett Ferguson, A. (2002). Bad boys: Public schools in the making of Black masculinity. Ann Arbor, MI: University of Michigan Press.

Best, A. (2000). Prom night: Youth, schools, and popular culture. New York: Routledge.

Boyer, W. H. (2002). Education for the twenty-first century. San Francisco, CA: Caddo Gap Press.

Burstyn, J. N., Bender, G., Casella, R., Gordon, W. A., Guerra, D. P., Lushen, K. V., Stevens, R. & Williams, K. M. (2001). Preventing violence in schools: A challenge to American democracy. Mahway, NJ: Lawrence Erlbaum.

Carter, P. (2002). Everybody's paid but the teacher: The teaching profession and the women's movement. New York: Teachers College Press.

Duarte, E. M. & Smith, S. (2000). Foundational perspectives in multicultural education. New York: Longman.

Gilligan, C. (2002). The birth of pleasure. New York: Alfred A. Knopf.

Gordon, M. (2001). Hannah Arendt and education: Renewing our common world. Boulder, CO: Westview Press.

Jackson, J. (2001). Harlemworld: Doing race and class in contemporary Black America. Chicago: University of Chicago Press.

Kailin, J. (2002). Antiracist education: From theory to practice. Lanham, MD: Rowman and Littlefield.

Mirochnik, E. & Sherman, D. (Eds.). (2002). Passion and pedagogy: Relation, creation, and transformation in teaching. New York: Peter Lang.

Mondale, S. & Patton, S. (Eds.). (2001). The story of American public education. Boston: Beacon.

Morris, M. (2001). Curriculum and the Holocaust: Competing sites of memory and representation. Mahwah, NJ: Lawrence Erlbaum.

Palermo, J. (2002). Poststructuralist readings of the pedagogical encounter. New York: Peter Lang.

Reitz, C. (2000). [Art, alienation, and the humanities: A critical engagement with Herbert Marcuse.](#) Albany, NY: State University of New York Press.

Sadovnik, A. & Semel, S. (Eds.). (2002). [Founding mothers and others: Women educational leaders during the Progressive Era.](#) New York: St. Martin's Press.

Strouse, J. (2001). [Exploring socio-cultural themes in education: Readings in social foundations](#) (Second edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Tusmith, B. & Reddy, M. T. (Eds.). (2002). [Race in the college classroom: Pedagogy and politics.](#) Piscataway, NJ: Rutgers University Press.

Van Ausdale, D. & Feagin, J. R. (2001). [The first R—How children learn race and racism.](#) Lanham, MD: Rowman and Littlefield.

Members of the Critics' Choice Committee

- v Natalie Adams—University of Alabama
- v Cerri Banks—Syracuse University
- v Joe Bishop—Eastern Michigan University
- v Lesley Bogad—Rice University
- v Richard Brosio—University of Wisconsin Milwaukee
- v Jill Farrell—Barry University
- v Hilton Keon Kelly—University of Massachusetts/Amherst
- v Margaret Nash—University of California/Riverside
- v Joe Newman—University of South Alabama
- v Lesley Shore—OISE/University of Toronto
- v Sandra Spickard Prettyman—University of Akron