

### Beyond Education

Radical Studying for Another World

**ELI MEYERHOFF**

July 2019 272pp 10 b&w photos

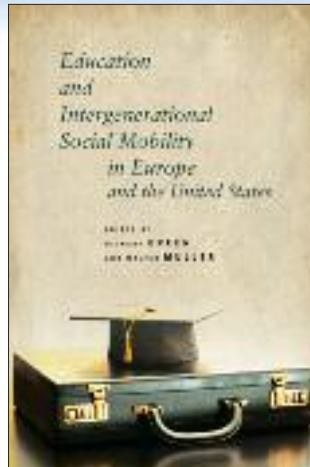
9781517902032 £20.99 / \$24.95 PB

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UNIVERSITY OF MINNESOTA PRESS

Higher education is at an impasse. Black Lives Matter and #MeToo show that racism and sexism remain pervasive on campus, while student and faculty movements fight to reverse increased tuition, student debt, corporatization, and adjunctification. In *Beyond Education*, Eli Meyerhoff instead sees this impasse as inherent to universities, as sites of intersecting political struggles over resources for studying. Meyerhoff argues that the predominant mode of study, education, is only one among many alternatives and that it must be deromanticized in order to recognize it as a colonial-capitalist institution. Through interviews with participants in contemporary university struggles and embedded research with an anarchist free university, *Beyond Education* paves new avenues for achieving the aims of an “alter-university” movement to put novel modes of study into practice. Taking inspiration from Black Lives Matter, Occupy Wall Street, and Indigenous resurgence projects, it charts a new course for movements within, against, and beyond the university as we know it.

**Excludes Japan & ANZ**



### Education and Intergenerational Social Mobility in Europe and the United States

EDITED BY RICHARD BREEN & WALTER MÜLLER

*Studies in Social Inequality*  
January 2020 400pp

9781503610163 £60.00 / \$70.00 HB

STANFORD UNIVERSITY PRESS

This volume examines the role of education in shaping rates and patterns of intergenerational social mobility among men and women during the twentieth century. Focusing on the relationship between a person's social class and the social class of his or her parents, each chapter looks at a different country—the United States, Sweden, Germany, France, the Netherlands, Italy, Spain, and Switzerland. Contributors examine change in absolute and relative mobility and in education across birth cohorts born between the first decade of the twentieth century and the early 1970s. This volume uncovers the factors that drove these shifts, revealing education as significant in promoting social openness. It will be an invaluable source for anyone who wants to understand the evolution of mobility and inequality in the contemporary world.



Cover image  
forthcoming

### Human Rights Education

Forging an Academic Discipline

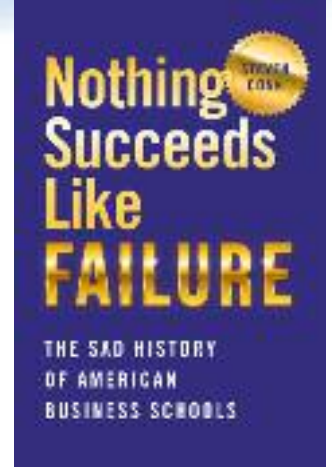
**SARITA CARGAS**

*Pennsylvania Studies in Human Rights*  
December 2019 224pp 1 illus.

9780812251791 £60.00 / \$69.95 HB

UNIVERSITY OF PENNSYLVANIA PRESS

In tracing the origins of the modern human-rights movement, historians typically point to two periods: the 1940s, in which decade the Universal Declaration of Human Rights (UDHR) was ratified by the United Nations General Assembly, and the 1970s, during which numerous human rights nongovernmental organizations (NGOs) came into existence. It was also in the 1970s, Sarita Cargas observes, when the first classes in international human rights began to be taught in law schools and university political science departments in the United States. Cargas argues that the time has come for human rights to be acknowledged as an academic discipline. She notes that human rights has proven to be a relevant field to scholars and students in political science and international relations and law for over half a century. Despite its interdisciplinary nature, Cargas demonstrates that human rights meets the criteria that define an academic discipline in that it possesses a canon of literature, a shared set of concerns, a community of scholars, and a methodology.



### Nothing Succeeds Like Failure

The Sad History of American Business Schools

**STEVEN CONN**

*Histories of American Education*  
October 2019 280pp

9781501742071 £26.99 / \$32.95 HB

CORNELL UNIVERSITY PRESS

Conn's *Nothing Succeeds Like Failure* examines the frictions, conflicts, and contradictions at the heart of these enterprises and details the way business schools have failed to resolve them. Beginning with founding of the Wharton School in 1881, Conn measures these schools' aspirations against their actual accomplishments and tells the full and disappointing history of missed opportunities, unmet aspirations, and educational mistakes. Conn then poses a set of crucial questions about the role and function of American business schools. The results aren't pretty. Posing a set of crucial questions about the function of American business schools, *Nothing Succeeds Like Failure* is pugnacious and controversial. Deeply researched and fun to read, *Nothing Succeeds Like Failure* argues that the impressive façades of business school buildings resemble nothing so much as collegiate versions of Oz. Conn pulls back the curtain to reveal a story of failure to meet the expectations of the public, their missions, their graduates, and their own lofty aspirations of producing moral and ethical business leaders.

**Excludes ANZ**



## Campus Counterspaces

Black and Latinx Students' Search for Community at Historically White Universities

MICERE KEELS

January 2020 222pp 1 chart

9781501747908 £16.99 / \$19.95 PB

9781501746888 £82.00 / \$95.00 HB

CORNELL UNIVERSITY PRESS

Frustrated with the flood of news articles and opinion pieces that were skeptical of minority students' "imagined" campus microaggressions, Micere Keels, a professor of comparative human development, set out to provide a detailed account of how racial-ethnic identity structures Black and Latinx students' college transition experiences. Tracking a cohort of more than five hundred Black and Latinx students since they enrolled at five historically white colleges and universities in the fall of 2013 *Campus Counterspaces* finds that these students were not asking to be protected from new ideas. Instead, they relished exposure to new ideas, wanted to be intellectually challenged, and wanted to grow. However, Keels argues, they were asking for access to counterspaces—safe spaces that enable radical growth. They wanted counterspaces where they could go beyond basic conversations about whether racism and discrimination still exist. They wanted time in counterspaces with likeminded others where they could simultaneously validate and challenge stereotypical representations of their marginalized identities and develop new counter narratives of those identities. In this critique of how universities have responded to the challenges these students face, Keels offers a way forward that goes beyond making diversity statements to taking diversity actions.

**Excludes ANZ**



## Fixing Law Schools

From Collapse to the Trump Bump and Beyond

BENJAMIN H. BARTON

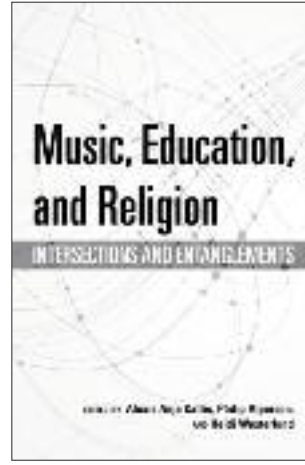
December 2019 312pp

9781479866557 £24.99 / \$30.00 HB

NEW YORK UNIVERSITY PRESS

The period from 2008 to 2018 was a lost decade for American law schools. Employment results were terrible. Applications and enrollment cratered. Revenue dropped precipitously and several law schools closed. Almost all law schools shrank in terms of students, faculty, and staff. A handful of schools even closed. Despite these dismal results, law school tuition outran inflation and student indebtedness exploded, creating a truly toxic brew of higher costs for worse results. The election of Donald Trump in 2016 and the subsequent role of hero-lawyers in the "resistance" has made law school relevant again and applications have increased. However, despite the strong early returns, we still have no idea whether law schools are out of the woods or not. If the Trump Bump is temporary or does not result in steady enrollment increases, more schools will close. The urgency of this book is to convince law school stakeholders (faculty, students, applicants, graduates, and regulators) not to just return to business as usual if the Trump Bump proves to be permanent. We have come too far, through too much, to just shrug our shoulders and move on.

**Excludes SE Asia & ANZ**



## Music, Education, and Religion

Intersections and Entanglements

EDITED BY ALEXIS ANJA KALLIO,

PHILIP ALPERSON &

HEIDI WESTERLUND

Counterpoints: Music and Education

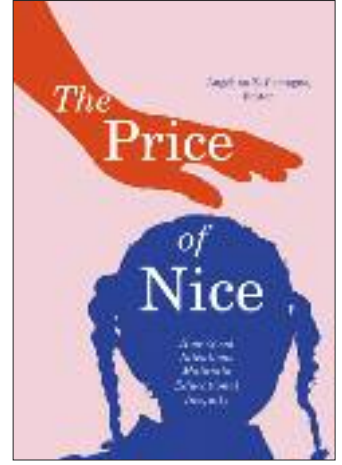
October 2019 344pp

9780253043726 £34.00 / \$40.00 PB

9780253043719 £86.00 / \$100.00 HB

INDIANA UNIVERSITY PRESS

*Music, Education, and Religion: Intersections and Entanglements* explores the critical role that religion can play in formal and informal music education. As in broader educational studies, research in music education has tended to sidestep the religious dimensions of teaching and learning, often reflecting common assumptions of secularity in contemporary schooling in many parts of the world. This book considers the ways in which the forces of religion and belief construct and complicate the values and practices of music education—including teacher education, curriculum texts, and teaching repertoires. The contributors to this volume embrace a range of perspectives from a variety of disciplines, examining religious, agnostic, skeptical, and atheistic points of view. *Music, Education, and Religion* is a valuable resource for all music teachers and scholars in related fields, interrogating the sociocultural and epistemological underpinnings of music repertoires and global educational practices.



## The Price of Nice

How Good Intentions Maintain Educational Inequity

EDITED BY ANGELINA E. CASTAGNO

October 2019 312pp 1 b&w photo

9781517905675 £22.99 / \$28.00 PB

9781517905668 £96.00 / \$112.00 HB

UNIVERSITY OF MINNESOTA PRESS

Being nice is difficult to critique. Niceness is almost always portrayed and felt as a positive quality. In schools, nice teachers are popular among students, parents, and administrators. And yet Niceness, as a distinct set of practices and discourses, is not actually good for individuals, institutions, or communities because of the way it maintains and reinforces educational inequity. In *The Price of Nice*, an interdisciplinary group of scholars explores Niceness in educational spaces from elementary schools through higher education to highlight how this seemingly benign quality reinforces structural inequalities. Grounded in data, personal narrative, and theory, the chapters show that Niceness, as a raced, gendered, and classed set of behaviors, functions both as a shield to save educators from having to do the hard work of dismantling inequity and as a disciplining agent for those who attempt or even consider disrupting structures and ideologies of dominance. This book explores how being "nice" in school and university settings works to reinforce racialized, gendered, and (dis)ability-related inequities in education and society

**Excludes Japan & ANZ**