



Back to the Sandbox

Art and Radical Pedagogy

EDITED BY JAROSLAV ANEL

January 2019 232pp

9781517907525 £33.00 HB

UNIVERSITY OF MINNESOTA PRESS

An international group of artists and scholars reflects on the nature and significance of education in contemporary society, introducing new perspectives on learning and creativity. Addresses critical issues of the education system from an intriguing new perspective: essays by leading thinkers juxtaposed with art projects, intended for kindergarten through adult. The core issues include democracy in education, creativity, transdisciplinarity, neuroplasticity, thinking versus memorizing, science versus art and humanities. Both artists and scholars explore specific topics while guided by one framing question central to educators' and students' concerns today: What education do we need? The volume includes several lead essays and eighteen shorter texts from international scholars. Based on an exhibition with the same name, *Back to the Sandbox* records an ongoing multifaceted project that comprises exhibitions, conferences, workshops, surveys, and online roundtables, connecting local communities with international networks. This groundbreaking publication will serve as both reference and inspiration to educators, students, artists, parents, policy makers, and everyone interested in education and art.



Debates in the Digital Humanities 2019

EDITED BY MATTHEW K. GOLD &

LAUREN F. KLEIN

Debates in the Digital Humanities

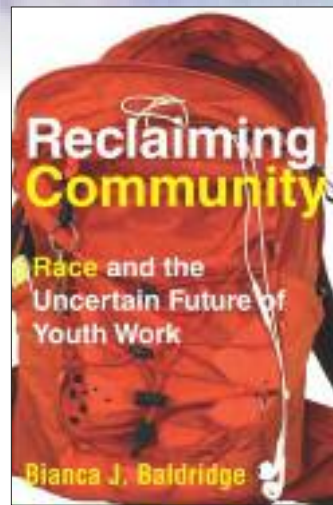
April 2019 560pp

9781517906931 £27.99 PB

9781517906924 £16.00 HB

UNIVERSITY OF MINNESOTA PRESS

The latest installment of a digital humanities bellwether. Contending with recent developments like the shocking 2016 U.S. Presidential election, the radical transformation of the social web, and passionate debates about the future of data in higher education, *Debates in the Digital Humanities 2019* brings together a broad array of important, thought-provoking perspectives on the field's many sides. With a wide range of subjects including gender-based assumptions made by algorithms, the place of the digital humanities within art history, data-based methods for exhuming forgotten histories, video games, three-dimensional printing, and decolonial work, this book assembles a who's who of the field in more than thirty impactful essays.



Reclaiming Community

Race and the Uncertain Future of Youth Work

BIANCA J. BALDRIDGE

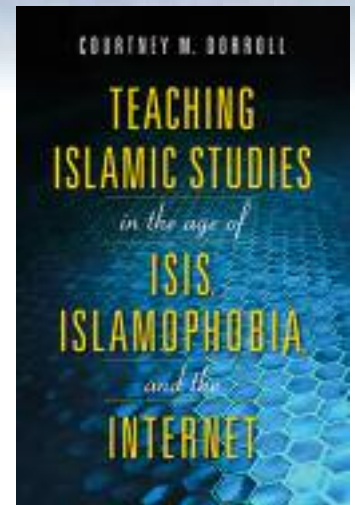
May 2019 240pp

9781503607897 £20.99 PB

9781503606975 £72.00 HB

STANFORD UNIVERSITY PRESS

Approximately 2.4 million Black youth participate in after school programs, which offer a range of support, including academic tutoring, college preparation, political identity development, cultural and emotional support, and even a space to develop strategies and tools for organizing and activism. Baldrige tells the story of one such community-based program, Educational Excellence (EE), shining a light on both the invaluable role youth workers play in these spaces, and the precarious context in which such programs now exist. Drawing on rich ethnographic data, Baldrige persuasively argues that the story of EE is representative of a much larger and understudied phenomenon. With the spread of neoliberal ideology and its reliance on racism—marked by individualism, market competition, and privatization—these bastions of community support are losing the autonomy that has allowed them to embolden the minds of the youth they serve. Baldrige captures the stories of loss and resistance within this context of immense external political pressure, arguing powerfully for the damage caused when the same structural violence that Black youth experience in school, starts to occur in the places they go to escape it.



Teaching Islamic Studies in the Age of ISIS, Islamophobia, and the Internet

EDITED BY COURTNEY M. DORROLL

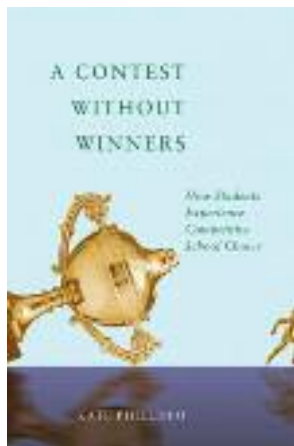
March 2019 240pp

9780253039804 £19.99 PB

9780253039798 £50.00 HB

INDIANA UNIVERSITY PRESS

How can teachers introduce Islam to students when daily media headlines can prejudice students' perception of the subject? Should Islam be taught differently in secular universities than in colleges with a clear faith-based mission? What are strategies for discussing Islam and violence without perpetuating stereotypes? The contributors of *Teaching Islamic Studies in the Age of ISIS, Islamophobia, and the Internet* address these challenges head-on and consider approaches to Islamic studies pedagogy, Islamophobia and violence, and suggestions for how to structure courses. These approaches acknowledge the particular challenges faced when teaching a topic that students might initially fear or distrust. Speaking from their own experience, they include examples of collaborative teaching models, reading and media suggestions, and ideas for group assignments that encourage deeper engagement and broader thinking. The contributors also share personal struggles when confronted with students (including Muslim students) and parents who suspected the courses might have ulterior motives.



A Contest without Winners

How Students Experience Competitive School Choice

KATE PHILLIPPO

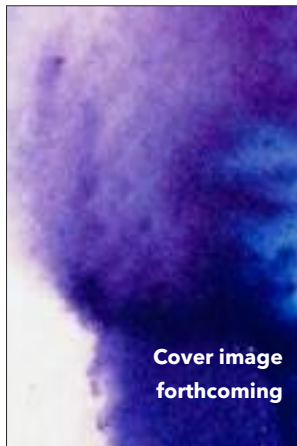
March 2019 240pp

9781517904340 £19.99 PB

9781517904333 £83.00 HB

UNIVERSITY OF MINNESOTA PRESS

Phillippo follows a diverse group of Chicago students through the process of applying to public high schools. From urban infrastructure to income inequality to racial segregation, Phillippo examines the factors that shape students policy enactment and interpretation, as policymakers and educators ask students to compete for access to public resources.



Cover image forthcoming

Making the World Global

U.S. Universities and the Production of the Global Imaginary

ISAAC A. KAMOLA

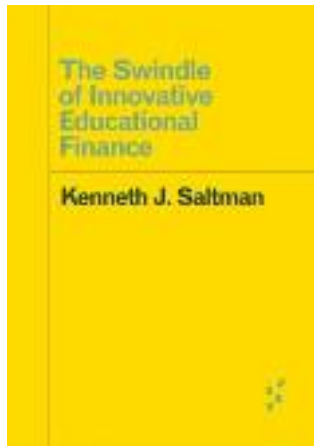
May 2019 288pp 3 illus.s

9781478004738 £20.99 PB

9781478004172 £83.00 HB

DUKE UNIVERSITY PRESS

Isaac A. Komola examines how the relationships between universities, the American state, philanthropic organizations, and international financial institutions inform the academic understanding of the world as global in ways that frame higher education as a commodity, private good, and source of human capital.



The Swindle of Innovative Educational Finance

KENNETH J. SALTMAN

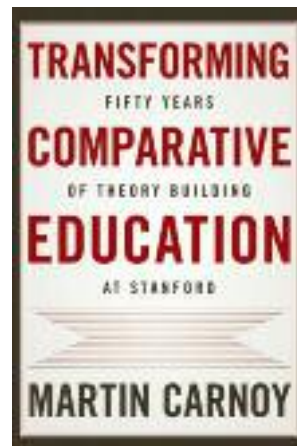
Forerunners: Ideas First

October 2018 124pp

9781517900892 £6.99 PB

UNIVERSITY OF MINNESOTA PRESS

Charter school expansion. Vouchers. Scholarship tax credit programs. This book offers a new social theory to explain why these and other privatization policies and programs win support despite being unsupported by empirical evidence. Saltman details how new and massive neoliberal educational privatization schemes have been widely adopted in the United States.



Transforming Comparative Education

Fifty Years of Theory Building at Stanford

MARTIN CARNOY

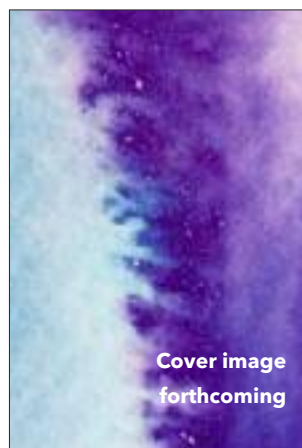
March 2019 272pp

9781503608818 £20.99 PB

9781503608429 £69.00 HB

STANFORD UNIVERSITY PRESS

Over the past 50 years, new theoretical approaches to comparative and international education have transformed it as an academic field. *Transforming Comparative Education* takes the Stanford "collective" as a framework for discussing major trends and contributions to the field from the early 1960s to the present day, and beyond.



Cover image forthcoming

Transforming the Urban University

Northeastern, 1996-2006

RICHARD M. FREELAND

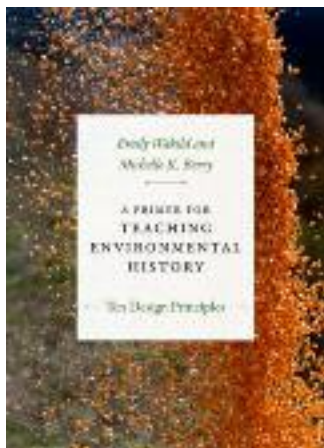
The City in the Twenty-First Century

March 2019 264pp

9780812251210 £58.00 HB

UNIVERSITY OF PENNSYLVANIA PRESS

Transforming the Urban University shows how Northeastern University in Boston transformed itself into a flourishing, selective, national, top-ranked research university. Freeland situates the Northeastern story within broader trends in American higher education during the second half of the twentieth century, paying renewed attention to the history of the urban university.



Recent Highlights

A Primer for Teaching Environmental History

Ten Design Principles

EMILY WAKILD & MICHELLE K. BERRY

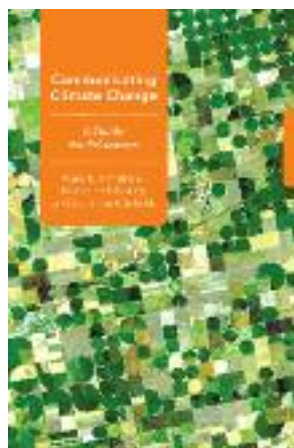
May 2018 200pp

9780822371489 £18.99 PB

9780822371373 £74.00 HB

DUKE UNIVERSITY PRESS

A guide for college and high school teachers who are teaching environmental history for the first time, for experienced teachers who want to reinvigorate their courses, for those who are training future teachers to prepare their own syllabi, and for teachers who want to incorporate environmental history into their world history courses.



Communicating Climate Change

A Guide for Educators

ANNE K. ARMSTRONG,

MARIANNE E. KRASNY &

JONATHON P. SCHULDT

Cornell Series in Environmental

Education

November 2018 174pp 2 b&w

half-tones, 1 figure, 9 charts

9781501730795 £15.99 PB

CORNELL UNIVERSITY PRESS

Uses fictional vignettes of climate change education programs and true stories from climate change educators working in the field to illustrate the possibilities of applying research to practice.



Practising Community-Based Participatory Research

Stories of Engagement, Empowerment, and Mobilization

EDITED BY SHAUNA MACKINNON

October 2018 288pp

9780774880114 £29.99 NIP

UBC PRESS

Presents stories about CBPR (community-based participatory research) from Manitoba Research Alliance projects in marginalized communities. Bringing together experienced researchers with new scholars and community practitioners, the stories describe the impetus for the projects, how they came to be implemented, and how CBPR is still being used within the community.