Palgrave Connect presents libraries with a flexible approach to building an ebook Collection with over 14,000 titles offered in the Humanities, the Social Sciences and Business. Our ebooks are published simultaneously with the print edition and uploaded weekly into the current collections.

**palgrave pivot** publications are available on Palgrave Connect

With books on everything from comparative education to curriculum studies, from the history of education to learning in the information age, our Education Collections offer interdisciplinary and rigorous scholarship, challenge conventions and open new avenues of inquiry.

– Sarah Nathan, Associate Editor

**Over 340 titles available in this area**

### Highlights from the 2015 Collection

### Regularly accessed titles in this subject

#### Two flexible purchase models to choose from:

**Collections Model:** Over 142 collections based on subjects and years  
**Build Your Own Collections:** pick titles from across subject areas and years to create your own collections (minimum purchase applies).

### What are the benefits?

- Perpetual access to purchased Collections
- Unlimited, concurrent access both remotely and on site
- The ability to print, copy and download without DRM restrictions
- EPUB format available for ebooks from 2011 onwards (in addition to PDF) for compatibility with e-readers
- Simultaneous print and online publication with current Collections updated monthly
- Free MARC record download by collection

Contact us to set up a trial or receive a quote:

**North America and Latin America:**
iinstitutions@us.nature.com | +1 888 331 6288

**Australia and New Zealand:**
palgraveonline@macmillan.com.au | +61 3 9825 1009

**Indian subcontinent:**
onlinesales-india@palgrave.com

**Mainland China:**
Haifang.Zhang@macmillan.com | +86-10-88811359 (ext 8009)

**Customers in UK, Europe and rest of the world:**
onlinesales@palgrave.com | +44 (0)207 843 4759

www.palgraveconnect.com
Contents

5  Comparative and International Education
8  Research in Education
9  Teaching, Learning and Assessment
12  Childhood and Youth Culture
15  Race, Ethnicity and Citizenship
16  History of Education
18  Sociology of Education
23  Technology, Media and Digital Education
26  Education Theory
27  Education Policy
31  Higher Education
39  Leadership, Management and Administration
40  Philosophy of Education
43  General and Reference
47  Sales, Rights and Ordering

PUBLISHING WITH PALGRAVE MACMILLAN

Palgrave Macmillan offers authors the opportunity to publish at any length, across 3 formats:
- Article length, with a variety of Palgrave Journals
- Mid-form, with Palgrave Pivot
- Full-length books

We always welcome new proposals, whether from first-time or more experienced authors. Our Publishing Proposal Form, guidelines and full list of editorial contacts can be found at www.palgrave.com/authors.

When contacting us, to help us make a quick and authoritative decision, include as much information as possible on the form, including details about the content, a chapter plan, aims and objectives, the intended market and the competition. We will also be happy to receive your CV (and that of any co-authors/editors) and any sample material, if available.

Sarah Nathan (USA) – Editor, Education  |  sarah.nathan@palgrave-usa.com
Andrew James (UK) – Senior Commissioning Editor, Education  |  andrew.james@palgrave.com
Publishing peer reviewed, mid-length research across the Humanities, the Social Sciences and Business, within 12 weeks of acceptance.

**Average time to publish:**
- 9 weeks

**Shortest time to publish:**
- 5.14 weeks (*Sporting Times* by Kath Woodward)

**Average length:**
- 135 pages

**Titles published to date:**
- 422 as of December 2014

With many more titles publishing in 2015

**Benefits to Authors**

**Speed**
- accepted manuscripts published within 12 weeks

**Flexibility**
- publish at lengths between the journal article and conventional monograph

**Peer review**
- all titles are subject to rigorous peer review

**Wide dissemination**
- all titles are available as digital collections, ebooks and as hardback editions

---

**Words used by scholars and librarians to describe Palgrave Pivot**

- **EXCITING**
- **TIMELY**
- **INNOVATIVE**
- **BOLD**
- **MUCH NEEDED**
- **IDEAL**

---

**Top-ranking universities where our authors are located:**

- Australia National University
- Columbia University
- Cornell University
- Dartmouth University
- Harvard University
- Johns Hopkins University
- King’s College
- Nanyang Technological University
- University of British Columbia
- University of Cambridge
- University of Edinburgh
- University of Manchester
- University of Melbourne
- University of Notre Dame
- University of Pennsylvania
- University of Queensland
- University of Toronto

---

www.palgrave.com/pivot
COMPARATIVE AND INTERNATIONAL EDUCATION

Building Global Education with a Local Perspective
An Introduction to Glocal Higher Education

Emmanuel Jean Francois, University of Wisconsin Oshkosh, USA

"Jean Francois has written a highly readable and much needed analysis of global and international education. He has written the book for an audience of education professionals, but many outside of the field such as liberal arts chairs, professional school deans, and study abroad directors will find the book enormously important as a history, analysis, and vision for global engagement." - Judith Grant, Professor and Chair of Political Science, Ohio University, USA

‘Glocal’ education melds the economic advantages of globalizing higher education with the benefits of incorporating local perspectives. This book explores glocal education’s rationale, social, cultural, and economic foundations; key concepts; and implementation.

Contents:
1. Education and Society
2. International Education
3. Globalization and Higher Education
4. Global Higher Education and Local Context
5. Glocalization
6. Glocal Symbiosis
7. Glocal Higher Education
8. Glocal Validation
9. Glocal Partnership
10. Glocally Informed Pedagogy
11. Glocal Competence in Context
12. Glocal Inquiry
13. Glocal Higher Education and Strategic Planning
14. Managing Glocal Higher Education Programs
15. Glocal Leadership

April 2015 UK
256pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137438492

Education, Creativity, and Economic Empowerment in Africa

Edited by Toyin Falola, University of Texas, USA, Jamaine Abidogun, Missouri State University, USA

Education and the arts offer multiple, mutually clarifying lenses through which to examine and understand issues of poverty and empowerment. Here, both are combined in a fascinating look at how these two often overlooked elements promote social equality and cultivate personal agency across Africa’s diverse political-economic landscapes.

Contents:
PART I: EDUCATION AND EMPOWERMENT: ENFORCING RIGHTS AND BUILDING COMMUNITIES
PART II: LANGUAGE, LITERATURE, AND EMPOWERMENT
PART III: ART AND EMPOWERMENT
PART IV: MUSIC AND EMPOWERMENT

August 2014 UK
276pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137438492

International Educational Development and Learning through Sustainable Partnerships

Living Global Citizenship

Steven Coombs, University of the South Pacific, Fiji, Mark Potts, Educational Consultant, UK, Jack Whitehead, University of Cumbria, UK

"Readable, relevant, satisfying." - Educational Journal of Living Theories

Addressing the debate around what makes a good citizen, this work proposes a new form of post-colonial citizenship education which can be applied in any cultural setting. International educational partnerships provide the opportunity for participants to live out values such as cultural empathy and thus demonstrate their right to citizenship.

Contents:
1. Transforming International Educational Development Through Living Global Citizenship
2. Pedagogy for Effective Citizenship Education
3. Living Theory Transformed into Living Global Citizenship
4. Living Legacies: Living Global Citizenship in Action
5. Designing a Living Global Citizenship Project
6. Propositions for Living Global Citizenship Programs

September 2014 UK
240pp
Hardback
Canadodkights
www.palgrave.com/page/detail/?k=9781137349972

International Teaching and Learning at Universities

Achieving Equilibrium with Local Culture and Pedagogy

Edited by Gordon E. Slethaug, University of Waterloo, Canada, Jane Vinther, University of Southern Denmark

"The lucid and informative essays in this book are written by some of the best scholars researching the teaching and learning of international students, in both the East and West. The book provides nuanced discussions on the theories connected with international education as well as its practical manifestations in schools and universities. Educators involved in this rapidly growing field will find the collection highly readable and instructive." - Kam Louie, Honorary Professor, Hong Kong University, Hong Kong, and Adjunct Professor, The University of New South Wales, Australia

Contents:
1. Introduction
2. Examining Liberal Education, its Place and Importance in Transnational Education
3. The Experiences of International Students in the Classroom and in the University
4. Research in International Students’ Holistic Assessments of Their Teaching and Learning Environment
5. Peer Assessment in a UK University: A Case Study
6. Perceptions and Experiences of Peer Assessment
7. Holistic Assessments of Their Teaching and Learning Environment, Gordon E. Slethaug
8. Personal Experience and Cultural Awareness as Resources in Teaching Intercultural Communication: A Hong Kong Case Study
9. International Postgraduate Students’ Perceptions and Experiences of Peer Assessment in a UK University: A Case Study

January 2015 UK
212pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137475138

Click on the product links to buy or learn more.
Leadership for Social Justice in Higher Education
The Legacy of the Ford Foundation International Fellowships Program

Edited by Terance W. Bigalke, East-West Center, USA, Mary S. Zurbuchen, Ford Foundation International Fellowships Program, USA

"The International Fellowships Program had a bold vision: to advance social justice around the world by investing in higher education for future leaders. By selecting for social commitment rather than mere academic excellence, it opened up new possibilities for individuals to make a difference in their communities. The essays in this volume are written by practitioners who worked out this vision. Their stories show how institutional choices can make a difference in advancing social justice for all." - Keith Clemeneger, Vice President, GreenPoint Group

Leadership for Social Justice in Higher Education provides a wealth of comparative information on social justice in higher education worldwide by examining how the Ford Foundation International Fellowships Program, the world’s largest private fellowship program in higher education, has succeeded in fostering social justice leadership over the past ten years.

Contents: PART I: INTERNATIONAL FELLOWSHIPS PROGRAM IN COMPARATIVE PERSPECTIVE * PART II: RESTRUCTURING HIGHER EDUCATION SYSTEMS FOR INCLUSION * PART III: DIVERSITY AND ENRICHMENT OF THE LEARNING ENVIRONMENT * PART IV: IFP, SOCIAL JUSTICE PERSPECTIVES, AND INSTITUTIONAL EXPERIENCES

International and Development Education
July 2014 UK
264pp
Hardback £60.00 / $95.00 / CN$109.00
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137366498

Private Universities in Latin America
Research and Innovation in the Knowledge Economy

Edited by Gustavo Gregorutti, Humboldt University, Germany, Jorge Enrique Delgado, Institute for International Studies in Education, University of Pittsburgh, USA

Using policy analysis and case study approaches, Private Universities in Latin America examines the significant amounts of research and innovation being made available from private universities in Latin America.

Contents: PART I: REGULATORY ENVIRONMENT IMPACTING RESEARCH PRODUCTIVITY * PART II: SUCCESSFUL CASES OF RESEARCH PRODUCTIVITY AT PRIVATE UNIVERSITIES

International and Development Education
May 2015 US
320pp
Hardback £65.00 / $100.00 / CN$115.00
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137479372
Research, Development, and Innovation in Asia Pacific Higher Education

Edited by John N. Hawkins, University of California, Los Angeles, USA, Ka Ho Mok, The Hong Kong Institute of Education

Hawkins and Mok explore the relationship between higher education, research, innovation, and governance as a complex yet critical aspect of higher education development.

Contents: PART I: POLICY IMPLICATIONS FOR SHIFTING RESEARCH CAPACITY AND DEVELOPMENT * PART II: ENTREPRENEURSHIP, INNOVATION AND DEVELOPMENT IN THE RESEARCH DOMAIN

International and Development Education

May 2015 UK 288pp Hardcover Canadian Rights ebooks available www.palgrave.com/page/detail/?k=9781137457080

The Transnationally Partnered University: Insights from Research and Sustainable Development Collaborations in Africa

Peter H. Koehn, University of Montana, USA, Milton O. Obamba, University of Central Lancashire, UK

"In The Transnationally Partnered University, Koehn and Obamba examine most of the key concepts that scholars, decision makers, and leaders of higher education need to grapple with when designing research and development collaborations linking universities in Africa and elsewhere. They provide valuable partnering guidelines, explore the nature of transnational collaborations when differences (asymmetries) exist, and discuss the challenge of sustaining symmetrical relationships over time. As internationalization and transnational cooperation among universities continues to grow worldwide, this is an important book to read." - Eva Egron-Polak, Secretary General, International Association of Universities and Executive Director, International Universities Bureau

Analyzing the growing importance of the transnational higher education landscape and the role of African universities, Koehn and Obamba show how transnational partnerships among universities can inform policy, strengthen synergies between knowledge producers and knowledge users, and advance sustainable-development practice.


International and Development Education

December 2014 UK 292pp Hardcover Canadian Rights ebooks available www.palgrave.com/page/detail/?k=9781137481740

International Perspectives on ELT Classroom Interaction

Edited by Christopher J. Jenks, University of South Dakota, USA, Paul Seedhouse, University of Newcastle, UK

International Perspectives on ELT Classroom Interaction gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.


International Perspectives on English Language Teaching

April 2015 UK 240pp Hardback Canadian Rights ebooks available www.palgrave.com/page/detail/?k=9781137340719

Decolonizing Indigenous Education: An Amazigh/Berber Ethnographic Journey

Si Belkacem Taieb, Independent Scholar, Canada

"How do indigenous peoples raise their children within their distinctive cultures given the tensions experienced daily in an increasing climate of globalization? Taieb’s response to this profoundly important question sits at the heart of indigenous cultures throughout the world. By drawing on an autoethnographic approach focusing on the Amazigh/Berber of Algeria, he is able to produce insights that penetrate the complexities of the strength and vulnerabilities of cultural recognition and recovery and the role that education can play in restoring hope and giving courage." - Wally Penetito, Professor of Maori Education, Victoria University of Wellington, New Zealand

Using auto-ethnography, Taieb narrates the journey of developing an educational philosophy from and for the Kayble of Algeria and undertakes to write the sociological foundations of a Kayble education system.


Postcolonial Studies in Education

October 2014 UK 200pp Hardcover Canadian Rights ebooks available www.palgrave.com/page/detail/?k=9781137446916

Click on the product links to buy or learn more.
Learning and Education in Developing Countries
Research and Policy for the Post-2015 UN Development Goals

Edited by Daniel A. Wagner, Graduate School of Education, University of Pennsylvania, USA

This comprehensive and up-to-date review of learning and educational quality in developing countries, written by 16 highly knowledgeable specialists from around the world, provides policymakers and researchers accessible perspectives with the Millennium Development Goals in mind.


Palgrave®

Higher Education and Community-Based Research
Creating a Global Vision

Edited by Ronaldo Munck, Dublin City University, Ireland, Lorraine McIlrath, National University of Ireland, Galway, Ireland, Budd Hall, University of Victoria, Canada, Rajesh Tandon, Society for Participatory Research in Asia, India

“This is an important contribution to providing a theoretical and conceptual frame for better understanding the complexities of community-based research in different countries and institutional contexts. The authors do not shy away from grappling with the challenges and risks inherent in bringing community-based research from the periphery into the mainstream of university research.” - Nasima Badsha, Chief Executive Officer, Cape Higher Education Consortium, South Africa

A unique, comparative survey of community-based research within a higher education context, featuring some of the top scholars in the field, this book brings together a global range of experiences with community-based research and engages the leaders in the field worldwide to set out visions for future directions, practices, and developments.

Palgrave®
Goal Pursuit in Education Using Focused Action Research

Eileen Piggot-Irvine, Royal Roads University, Canada

Not everyone finds goals easy to select or focus on, despite escalating evidence of their importance in education. This book offers a simple action research approach to goal pursuit, favoring depth, informed decision making, and an improvement orientation. It presents practical, yet academically informed, ideas, and has real case study examples.


Assessment and Autonomy in Language Learning

Edited by Carol J. Everhard, Independent Researcher, Greece, Linda Murphy, The Open University, UK

Assessment and Autonomy in Language Learning examines this contested relationship between assessment and autonomy from a number of perspectives in a variety of Higher Education language-learning contexts in Europe and the Far East. The contributors to the book describe research into assessment both for and as autonomy, as well as approaches to the assessment of autonomy itself.


The Classroom

Encounter and Engagement

Alan A. Block, University of Wisconsin-Stout, USA, William F. Pinar, University of British Columbia, Canada

"This book portrays the wisdom of a journeyer; one who, with his students, has traveled the literature of great western writers, of the Bible, the Torah, and plunged into the depths of self. Learning is too superficial a word to describe this journey; it is one of appreciating the 'sacredness of study,' of reading with engagement, insight, questioning, and of experiencing Life. This is education in all its full, rich, existential glory." - William. E. Doll, Jr., Visiting Professor, University of British Columbia, Canada

"What goes on in a classroom?” can mean “Are teachers imparting knowledge that will raise test scores?” or it can mean much more. In this series of essays, Block addresses the nature of the classroom as a place for encounter and engagements: with curriculum materials and books, between teachers and students, and with the self.


Interviewing for Education and Social Science Research

The Gateway Approach

Carolyn Lunsford Mears, University of Denver, USA

‘Challenging enough to be of interest to faculty, yet readable enough to hold the attention of a graduate student, this work is an explanation of the methodology Mears used when conducting her American Educational Research Association award-winning dissertation research. Being of the Columbine parent community gave her insider status that allowed access and provided richness to her presentation...Mears leaves the reader shocked, wanting more, and above all fully understanding that this approach is not merely a novelty but an enormously useful, legitimate form of presentation.’ - Oral History Review

This volume introduces a fresh approach to research using a narrator-centred method, which provides a means for researchers to access the often hidden human responses about a situation so that those who make decisions and write policy may become better informed about the true impact of their actions on the individuals involved.


Goal Pursuit in Education

Using Focused Action Research

Eileen Piggot-Irvine, Royal Roads University, Canada

Not everyone finds goals easy to select or focus on, despite escalating evidence of their importance in education. This book offers a simple action research approach to goal pursuit, favoring depth, informed decision making, and an improvement orientation. It presents practical, yet academically informed, ideas, and has real case study examples.


Click on the product links to buy or learn more.
The Construction of English

Culture, Consumerism and Promotion in the ELT Global Coursebook

John Gray, Institute of Education, University of London, UK

"The book makes illuminating reading for authors, potential authors, editors, and perhaps teachers on MA courses. The discussions of the place and potential impact of visuals within coursebook materials are of particular interest." - ELT Journal

The Construction of English takes the view that ELT global coursebooks, in addition to being curriculum artefacts, are also highly wrought cultural artefacts which seek to make English mean in highly selective ways and it argues that the textual construction (and imaging) of English parallels the processes of commodity promotion more generally.


January 2015 UK
240pp
Paperback £22.99 / $36.00 / CN$41.50 9781137507242

www.palgrave.com/page/detail/?k=9781137467737

Multidisciplinary Research on Teaching and Learning

Edited by Wolfgang Schnottz, Universität Koblenz-Landau, Germany, Alexander Kauertz, Universität Koblenz-Landau, Germany, Heidrun Ludwig, Universität Koblenz-Landau, Germany, Andreas Müller, University of Geneva, Switzerland, Johanna Pretsch, Universität Koblenz-Landau, Germany

This collection indicates how research on teaching and learning from multiple scientific disciplines such as educational science and psychology can be successfully pursued by a co-operation between researchers and school teachers. The contributors adopt different methodological approaches, ranging from field research to laboratory experiments.

Contents: PART I: SELF-REGULATION AND INSTRUCTION
* PART II: LANGUAGE LEARNING AND LANGUAGE COMPREHENSION
* PART III: MATHEMATICS AND SCIENCE EDUCATION

February 2015 UK
288pp
Hardback £58.00 / $95.00 / CN$110.00 9781137476975

www.palgrave.com/page/detail/?k=9781137476975

Myths in Education, Learning and Teaching

Policies, Practices and Principles

Edited by Marcus K. Harmes, University of Southern Queensland, Australia, Henk Huijser, Batchelor Institute of Indigenous Tertiary Education, Australia, Patrick Alan Danaher, University of Southern Queensland, Australia

Myths in Education, Learning and Teaching brings together international scholars to interrogate a range of educational practices, procedures and policies, around the organizing principle that ‘myths’ often require critical scrutiny. Engaging with key themes in contemporary global education, the contributors challenge and address educational myths and their consequences.


January 2015 UK
192pp
Hardback £58.00 / $95.00 / CN$110.00 9781137476975

www.palgrave.com/page/detail/?k=9781137476975

Theory and Concepts of English for Academic Purposes

Ian Bruce, University of Waikato, New Zealand

Theory and Concepts of English for Academic Purposes applies theory and research findings to the design of English for Academic Purposes courses. Drawing on approaches to researching academic communities, needs analysis and genre theory, the book proposes a systematic approach to syllabus and curriculum development.


March 2015 UK
238pp
Paperback £22.99 / $36.00 / CN$41.50 9781137504531

www.palgrave.com/page/detail/?k=9781137504531
Youth Literature for Peace Education

Candice C. Carter, College of Education and Human Services, University of North Florida, USA, Linda Pickett, Grand Valley State University, USA, Shelly Clay-Robison, York College of Pennsylvania, USA

“In this important contribution to peace education scholarship, the authors explore the nexus of peace and literacy—intertwining goals for the world’s children. Teachers, students, and families will find this compendium of youth literature enormously helpful as they consider ways that peace, conflict prevention, and human harmony can be advanced through prose.” — Bárbara C. Cruz, Professor of Social Science Education, University of South Florida, USA

Youth Literature for Peace Education explores how to assess, choose, and make use of age-appropriate literature that can be used to teach both literacy and peace education, in and out of school.


October 2014 UK
232pp
Hardback
£24.99 / $40.00 / CN$45.00
9781137362261

Canadian Rights
www.palgrave.com/page/detail/?k=9781137362261

Student Teachers in School Practice

An Analysis of Learning Opportunities

Alaster Scott Douglas, School of Education, University of Roehampton, UK

“This is a valuable, well-researched yet practical text for anyone involved in teacher education.” — SSAT (The Schools Network)

“Scott Douglas has produced an important book which addresses a significant gap in the literature.” — British Journal of Educational Studies

“There is a richness and authenticity to the data. The conclusions are important ones for those who work with student teachers in schools and for those in leadership positions.” — Education Today

Student Teachers in School Practice, now in paperback, discusses changes to student teacher education globally and in the UK, exploring how student teachers learn through school teaching practices and ideas for developing and maximizing learning opportunities in school-based student teacher education.


Policy and Practice in the Classroom

March 2015 UK
232pp
Paperback
£24.99 / $40.00 / CN$45.00
9781137524645

Canadian Rights
www.palgrave.com/page/detail/?k=9781137524645

Prepar ing Teachers of Color to Teach

Culturally Responsive Teacher Education in Theory and Practice

Conra D. Gist, University of Arkansas, USA

A rich, comparative case study systematically exploring two program approaches for preparing teachers of color, Gist's work explores culturally responsive pedagogy as a strategy for organizing teacher education.


December 2014 US
176pp
Hardback
£45.00 / $67.50 / CN$78.00
9781137436252

ebooks available

Canadian Rights
www.palgrave.com/page/detail/?k=9781137436252

Click on the product links to buy or learn more.
Early Childhood in Postcolonial Australia

Children's Contested Identities

Prasanna Srinivasan, The University of Melbourne, Australia

“Srinivasan turns to ‘Ganga’ the river of India as a schizophrenic voice of reason, strength and enlightenment during this cultural identity quest. It is here that she challenges the constant ‘race talk’ between children, teachers and families. Early childhood teachers struggle with these situations, often choosing to discard the existence of ‘race talk’, silence the discussion, or justify the intent through multicultural and nationalistic ideologies. This book will help to unlock these conversations giving permission to speak and permission to trouble and engage with the highly stimulating and unique insights.” – Tracy Young, Lecturer in Early Childhood Education, Swinburne University of Technology, Australia

Critical Cultural Studies of Childhood

June 2014 UK
208pp
Hardback
£65.00 / $100.00 / CN$115.00
9781137392176

Growing Up in Poverty

Findings from Young Lives

Edited by Michael Bourdillon, University of Zimbabwe, Zimbabwe, Jo Boyden, University of Oxford, UK

Growing Up in Poverty presents the latest evidence from Young Lives, a unique international study of children and poverty. It shows how the persistence of inequality amid general economic growth is leaving some extremely poor children behind, despite the promises of the Millennium Development Goals.

Contents: PART I: POVERTY AND THE LIVES OF GROWING CHILDREN * PART II: HOW DOES SCHOOLING HELP THE POOR?

Palgrave Studies on Children and Development

August 2014 UK
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty

Growing up in Poverty: Young Lives from Panama, Zimbabwe

Palgrave Studies on Children and Development

August 2014 US
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty presents the latest evidence from Young Lives, a unique international study of children and poverty. It shows how the persistence of inequality amid general economic growth is leaving some extremely poor children behind, despite the promises of the Millennium Development Goals.

Contents: PART I: POVERTY AND THE LIVES OF GROWING CHILDREN * PART II: HOW DOES SCHOOLING HELP THE POOR?

Palgrave Studies on Children and Development

August 2014 UK
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty presents the latest evidence from Young Lives, a unique international study of children and poverty. It shows how the persistence of inequality amid general economic growth is leaving some extremely poor children behind, despite the promises of the Millennium Development Goals.

Contents: PART I: POVERTY AND THE LIVES OF GROWING CHILDREN * PART II: HOW DOES SCHOOLING HELP THE POOR?

Palgrave Studies on Children and Development

August 2014 US
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty: Young Lives from Panama, Zimbabwe

Palgrave Studies on Children and Development

August 2014 UK
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty presents the latest evidence from Young Lives, a unique international study of children and poverty. It shows how the persistence of inequality amid general economic growth is leaving some extremely poor children behind, despite the promises of the Millennium Development Goals.

Contents: PART I: POVERTY AND THE LIVES OF GROWING CHILDREN * PART II: HOW DOES SCHOOLING HELP THE POOR?

Palgrave Studies on Children and Development

August 2014 US
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty: Young Lives from Panama, Zimbabwe

Palgrave Studies on Children and Development

August 2014 UK
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty presents the latest evidence from Young Lives, a unique international study of children and poverty. It shows how the persistence of inequality amid general economic growth is leaving some extremely poor children behind, despite the promises of the Millennium Development Goals.

Contents: PART I: POVERTY AND THE LIVES OF GROWING CHILDREN * PART II: HOW DOES SCHOOLING HELP THE POOR?

Palgrave Studies on Children and Development

August 2014 US
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty: Young Lives from Panama, Zimbabwe

Palgrave Studies on Children and Development

August 2014 UK
304pp
Hardback
£65.00 / $105.00 / CN$121.00
9781137404022

Growing up in Poverty presents the latest evidence from Young Lives, a unique international study of children and poverty. It shows how the persistence of inequality amid general economic growth is leaving some extremely poor children behind, despite the promises of the Millennium Development Goals.

Contents: PART I: POVERTY AND THE LIVES OF GROWING CHILDREN * PART II: HOW DOES SCHOOLING HELP THE POOR?
**Childhood, Youth and Violence in Global Contexts**

Research and Practice in Dialogue

*Edited by Karen Wells, Birkbeck College, University of London, UK, Erica Burman, University of Manchester, UK, Heather Montgomery, The Open University, UK, Alison Watson, University of St Andrews, UK*

Bringing together academic and practitioner points of view, this edited collection shows how violence enters into ordinary, routine practices of childhood and children’s experiences. The contributing authors seek to understand how violence is enacted against children in infancy, adolescence, in school, at home and on the street.


*Studies in Childhood and Youth*

**Childhood and Bourdieu**

*Edited by Leena Alanen, University of Jyväskylä, Finland, Liz Brooker, Institute of Education, University of London, UK, Berry Mayall, Institute of Education, University of London, UK*

This collection is an engaging exploration of how Bourdieu’s key concepts - field, habitus and capital - help us re-think the status of childhood. The authors are committed to improving the social status and well-being of childhood in social, economic and political worlds that too often fail to accord children respect for their human rights.


*Research and Practice in Dialogue*

**Childhood, Mobile Technologies and Everyday Experiences**

Changing Technologies = Changing Childhoods?

*Edited by Spyros Spyrou, European University, Cyprus, Miranda Christou, University of Cyprus*

This timely volume offers an in-depth theoretical analysis of children’s experiences growing up with mobile internet technologies. Drawing on up-to-date research, it explores the relationship between childhood as a social and cultural construction and the plethora of mobile internet technologies which have become ubiquitous in everyday life.


*Studies in Childhood and Youth*
Children and Young People’s Participation and Its Transformative Potential
Learning from across Countries

Edited by E. Kay M. Tisdall, University of Edinburgh, UK, Andressa M. Gadda, University of Strathclyde, UK, Udi Mandel Butler, The International Center for Research and Policy on Childhood, Brazil

Bringing together theories, ideas, insights and experiences of practitioners and researchers from Brazil, India, South Africa and the UK, this book explores children and young people’s involvement in public action. The contributors consider the potential of children and young people’s participation to be transformative.

Contents:
1. Introduction: Children and Young People’s Participation in Collective Decision-Making; E. Kay M. Tisdall, Rachel Hinton, Andressa M. Gadda and Udi M. Butler
2. Reflections on Participation and its Link with Transformative Processes; Kelly Teamey and Rachel Hinton
3. De-Colonising the Notion of Participation of Children and Young People; Savyasaachi and Udi M. Butler
4. Children and Young People’s Participation in Public Action in Brazil: Genealogies and Recent Innovations; Udi M. Butler and Marcelo Princeswal
5. Brazil’s Landless Movement and Children and Young People’s Participation; Udi M. Butler and Marcelo Princeswal
6. Children and Young People’s Participation in India: Framing Law, Policy and the Media; S. Saeed
7. Transformative Participation: Experiences of children’s Sangam in Tamil Nadu, South India; C. Le Borgne
8. Unsettling Notions of Participation: A View from South Africa; Shirley Pendlebury, Patricia Henderson, and Lucy Jameson
9. Growing up in the Time of AIDS: The Shining Recorders of Zisize; Helen Meintjes
10. Children should be Seen and Heard? Children and Young People’s Participation in the UK; E. Kay M. Tisdall
11. Transforming the Urban Environment: the EcoCity Project; Colin Morrison, Cathy McCulloch, Drew Mackie, Sandy Halliday and Howard Liddell
12. Conclusion: Unlearning Participation; Udi M. Butler and Kelly Teamey

Enhancing Children’s Rights
Connecting Research, Policy and Practice

Edited by Anne B Smith, University of Otago College of Education, New Zealand

This volume explores how children’s rights has influenced research with children and how research can in turn shape policies and practices to enhance children’s rights. The book examines the impact children’s rights and Childhood Studies has had on how children are constructed and regulated internationally.

Contents:
PART I: THE BODY
PART II: EARLY CHILDHOOD EDUCATION
PART III: CHILD PROTECTION
PART IV: PARTICIPATION, POLITICS AND THE LAW

Studies in Childhood and Youth
Intellectual Resistance and the Struggle for Palestine

Matthew Abraham, University of Arizona, USA

"Drawing on the majestical writings of Edward Said and Frantz Fanon, Matthew Abraham has written a brilliant and balanced critique of academic Zionism and a robust defense of Palestinian resistance to Israeli ethnic cleansing." - James Petras, Bartle Professor Emeritus, Binghamton University, USA

By positioning the late Edward Said’s political interventions as a public intellectual on behalf of Palestinian populations living under Israeli occupation as a form of intellectual resistance, Abraham moves to consider forms of physical resistance, seeking to better understand the motivations of those who choose to turn their bodies into weapons.


August 2014 UK
210pp
Hardback
£60.00 / $90.00 / CN$104.00
9781137031945

www.palgrave.com/page/detail/?k=9781137031945

Muslims, Schooling and the Question of Self-Segregation

Shamim Miah, University of Huddersfield, UK

"Theoretically informed and empirically consistent, Shamim Miah has produced a vitally important intervention on the 'integration' debates. Originally formulated and clearly presented throughout, Muslims, Schooling and the Question of Self-Segregation is a must read for both researchers and policy makers alike." - Dr Nasar Meer, Reader in Comparative Social Policy and Citizenship, Strathclyde University.

Drawing on empirical research amongst both Muslim schools’ students and parents, this timely book examines the question of ‘self-segregation’ and Muslims in light of key policy developments around ‘race’, faith and citizenship.


April 2015 UK
240pp
Hardback
£65.00 / $100.00 / CN$115.00
9781137347756

www.palgrave.com/page/detail/?k=9781137347756

Chinese Educational Migration and Student-Teacher Mobilities

Experiencing Otherness

Edited by Fred Dervin, University of Helsinki, Finland

This collected volume examines the multifaceted contexts and experiences of Chinese students, teachers and scholars in Australia, Denmark, France, Japan, the UK and the US. It can serve both as an introduction to Chinese people’s mobility and migration in Higher Education and as a thorough review for more knowledgeable readers.

Contents: PART I: THE EXPERIENCES OF CHINESE STUDENTS ABROAD * PART II: GOING BACK HOME OR NOT? * PART III: CHINESE TEACHERS ABROAD: ADAPTING TO OTHER CONTEXTS

Palgrave Studies on Chinese Education in a Global Perspective

May 2015 UK
240pp
Hardback
£65.00 / $100.00 / CN$115.00
9781137492906

www.palgrave.com/page/detail/?k=9781137492906

Education, Culture and the Singapore Developmental State

"World-Soul" Lost and Regained?

Yeow-Tong Chia, The University of Sydney, Australia

"This book provides an insightful analysis of policies to create a sense of national identity in Singapore. Through an analysis of policy documents and interviews, Chia documents changing conceptions of citizenship, and citizenship education. Chia notes that while state formation founded on economic growth has been successful, that growth and the state’s distribution policies have made the fostering of an authentic and deep rooted sense of citizenship more problematic in the new century. A valuable addition to the Asian citizenship literature in particular, and citizenship literature globally." - S. Copinathan, Adjunct Professor, Lee Kuan Yew School of Public Policy, National University of Singapore, Singapore


Education, Economy and Society

March 2015 UK
240pp
Hardback
£65.00 / $100.00 / CN$115.00
9781137347592

www.palgrave.com/page/detail/?k=9781137347592

Click on the product links to buy or learn more.
Bringing Human Rights Education to US Classrooms
Exemplary Models from Elementary Grades to University

Edited by Susan Roberta Katz, University of San Francisco, USA, Andrea McEvoy Spero, University of San Francisco, USA

"Bringing a human rights perspective into US schools and classrooms has always been an elusive challenge because we tend to think of human rights as somehow unrelated to our reality. Susan Roberta Katz and Andrea McEvoy Spero instead demonstrate that honoring and protecting human rights is everyone’s business. Through the examples provided in Bringing Human Rights Education to US Classrooms, teachers and students can envision the role they can play in protecting human rights here in our country, as well as throughout the world." - Sonia Nieto, Professor Emerita of Education, University of Massachusetts, Amherst, USA

The first book to integrate human rights theory and practice into practical models, this book provides research-based examples of effective projects from elementary through higher education.

Contents:
PART I: OVERVIEW OF HUMAN RIGHTS EDUCATION
PART II: PEDAGOGICAL TOOLS

Pedagogical Tools

April 2015 UK
288pp
Hardback
£65.00 / $100.00 / CN$115.00
ebooks available
Canadian Rights
www.palgrave.com/page/detail/?k=9781137471124

Indigenous Education through Dance and Ceremony
A Mexica Palimpsest

Ernesto Colín, School of Education, Loyola Marymount University, USA

"Centered around descriptions of the interrelated practices of Calpulli Tonalehqueh, an extant Danza group in San Jose, California, Indigenous Education through Dance and Ceremony makes a significant contribution to the current research literature, especially ethnographies of education. The book aims toward a radical reformulation of what education might look like, as both an intentionally (and intently) personal and cultural/historical project. The project begins to reveal the inner workings of the Calpulli as well as the way those inner workings must reach across space and time for materials and guidance." - Jason Duque Raley, Lecturer, University of California, Santa Barbara, USA

In the first book on Aztec dance in the United States, Ernesto Colín combines cultural anthropology, educational theory, and postcolonial theory to create an innovative, interdisciplinary, long-term ethnography of an Aztec dance circle and makes a case for the use of the metaphor of palimpsest as an ethnographic research tool.

Contents:

Postcolonial Studies in Education

September 2014 UK
280pp
Hardback
£56.50 / $100.00 / CN$115.00
ebooks available
Canadian Rights
www.palgrave.com/page/detail/?k=9781137357984

American Education in Popular Media
From the Blackboard to the Silver Screen

Edited by Sevan G. Terzian, University of Florida, USA, Patrick A. Ryan, Mount St. Mary’s University, USA

American Education in Popular Media explores how popular media has represented schooling in the United States over the course of the twentieth century. Terzian and Ryan examine prevalent portrayals of students and professional educators while addressing contested purposes of schooling in American society.

Contents:

May 2015 UK
256pp
Hardback
£65.00 / $100.00 / CN$115.00
ebooks available
www.palgrave.com/page/detail/?k=9781137430724

Educational Institutions in Horror Film
A History of Mad Professors, Student Bodies, and Final Exams

Andrew L. Grunzke, Mercer University, USA

“This exceptionally clever book offers an animated romp through contemporary horror films, highlighting links between this popular genre and cultural anxieties about youth and education. Grunzke argues that horror movies’ characterization of mad scientists, school bullies, dysfunctional families, and the creepy aspects of school hallways, college dorms, and summer camps provide a mirror with which Americans have identified their own social fears about youth, knowledge, and education.” - Kate Rousmaniere, Professor of History of Education, Miami University, Ohio, USA.

An exploration of how educational institutions have been portrayed in horror film, this book examines the way that scary movies have dealt with the issue of school violence, focusing on movies set in high schools, colleges, and summer camps.

Contents:

April 2015 UK
208pp
Hardback
£62.50 / $100.00 / CN$115.00
ebooks available
www.palgrave.com/page/detail/?k=9781137469199

www.palgrave.com/page/detail/?k=9781137430724
Politics, Disability, and Education Reform in the South

The Work of John Eldred Swearingen

Edward Janak, University of Wyoming, USA

"Those interested in the Progressive era, disability, and the history of education in the United States will find this inspirational biography of John Eldred Swearingen a necessary addition to their library." - Laurie Puchner, Professor and Chair, Department of Educational Leadership, Southern Illinois University Edwardsville, USA

Politics, Disability, and Education Reform in the South explores how race, gender, disability, and politics all came together to impact the career of one State Superintendent of Education in South Carolina who fought to improve educational conditions for African-Americans, women, and millworkers' children in South Carolina.


December 2014 UK
276pp
Hardback
£57.50 / $90.00 / CN$104.00
9781137343253

Politics, Disability, and Education Reform in the South

Reconstruction in Literary Studies

An Informal Approach

Bryan Vescio, University of Wisconsin-Green Bay, USA

'A clear, fair-minded, lively, and above all persuasive attempt to reinvent criticism. A splendid book.' - Mark Edmundson, University Professor of English, University of Virginia, USA

'A concise and clear writer, Vescio explores an urgent topic for us in the humanities, especially in the literary humanities: it is the loss of confidence that we have experienced in recent years. Complex and multifarious as its theoretical concerns may be, this book could be read and understood by an intelligent undergraduate while retaining an importance for even the most serious of scholars.' - David Gorman, Associate Professor of English, Northern Illinois University, USA

Pointing the way toward a revitalized future for the study of literature, Reconstruction in Literary Studies draws on philosophical pragmatism to justify the academic study of literature. In turn, Vescio connects the changing field to its social function as an institution.


August 2014 UK
232pp
Hardback
£65.00 / $95.00 / CN$109.00
9781137303516

Women Educators, Leaders and Activists

Educational Lives and Networks 1900-1960

Edited by Tanya Fitzgerald, La Trobe University, Australia, Elizabeth M. Smyth, University of Toronto, Canada

This collection traces women educators' professional lives and the extent to which they challenged the gendered terrain they occupied. The emphasis is placed on women's historical public voices and their own interpretation of their 'selves' and 'lives' in their struggle to exercise authority in education.


July 2014 UK
232pp
Hardback
£65.00 / $95.00 / CN$109.00
9781137303516

Deans of Women and the Feminist Movement

Emily Taylor's Activism

Kelly C. Sartorius, Washington University in St Louis, USA

"Drawing on fresh archival research and extensive oral history interviews with the University of Kansas's Emily Taylor, one of the era's most important deans, Sartorius's engaging book opens up a new chapter in writing about the history of student affairs and the history of women in education. Sartorius paints a compelling portrait of Taylor and provides a persuasive account of how modern deans of women helped empower women and fought for gender equity in higher education." - Andrea Walton, Associate Professor of Education and Philanthropic Studies, Indiana University Bloomington, USA

Deans of Women and the Feminist Movement explores how deans of women actively fostered feminism in the mid-twentieth century through a study of the career of Dr. Emily Taylor, the University of Kansas dean of women from 1956-1974. Sartorius links feminist activism by deans of women with labor activism, the New Left movement, and the later rise of women's studies as a discipline.


Historical Studies in Education

December 2014 US
280pp
Hardback
£62.50 / $100.00 / CN$115.00
9781137343253

Click on the product links to buy or learn more.
A Social History of Student Volunteering
British and Beyond, 1880-1980
Georgina Brewis, Institute of Education, University of London, UK

“Georgina Brewis’ study of student volunteering is both illuminating and rich in detail. We move from university settlements in Edwardian slums to charity rags, to concern with unemployment and internationalism between the wars, and finally to the ‘Ban the Bomb’ and anti-apartheid protests of the fifties and sixties. This book brings together youthful idealism, social and political engagement, and the history of universities in an original and insightful way.” - Carol Dyhouse, Research Professor of History, University of Sussex, UK

Using a wide range of student testimony and oral history, Georgina Brewis sets in international, comparative context a one-hundred year history of student voluntarism and social action at UK colleges and universities, including such causes as relief for victims of fascism in the 1930s and international development in the 1960s.

Contents:

Historical Studies in Education
July 2014 UK 264pp
Hardback £65.00 / $95.00 / CN$121.00
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137005137

English Teachers in a Postwar Democracy
Emerging Choice in London Schools, 1945-1965
Peter Medway, Visiting Research Fellow at King’s College London, UK, John Hardcastle, Institute of Education, University of London, UK, Georgina Brewis, Institute of Education, University of London, UK, David Crook, University of London, UK

"This is a rare opportunity to read about the origins of English as it is practiced in classrooms today. The authors explore the memories of English teaching with interviews of teachers of the day, some notable—such as Harold Rosen and John Dixon. They also consider records of the former schools, school architecture, exercise books, and interviews with former pupils. The intricate mixture of sources lends fascinating detail to the history of English teaching in postwar democracy.” - Bethan Marshall, Senior Lecturer in English Education, King’s College London, UK

Conflicting conservative and radical impulses in English society after WWII were played out in microcosm in education. They particularly shaped English teaching, examined in three post-war London schools in a detailed study that uses oral history—interviews with former teachers and students—and documents including mark books and students’ work.

Contents:

Secondary Education in a Changing World
July 2014 UK 264pp
Hardback £65.00 / $95.00 / CN$121.00
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137005137

The Capability Approach
From Theory to Practice
Edited by Solava Ibrahim, University of Manchester, UK, Meera Tiwari, University of East London, UK

“This book convincingly demonstrates that the application of the capability approach to development policy and practice should be prioritised... by both researchers and practitioners. Essential reading for all who are seeking to promote human flourishing.” — David Hulme, University of Manchester, UK

How can human capabilities be articulated and promoted in practice? How can the challenges encountered in its application be addressed? This volume answers these research questions through nine country case studies from the Global North and the Global South.

Contents:

July 2014 UK 264pp
Hardback £65.00 / $105.00 / CN$121.00
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137001443

The Palgrave Handbook of Race and Ethnic Inequalities in Education
Edited by Peter A. J. Stevens, Ghent University, Belgium, A. Gary Dworkin, University of Houston, USA

This comprehensive, state-of-the-art reference work provides the first systematic review to date of how sociologists have studied the relationship between race/ethnicity and educational inequality over the last thirty years in eighteen different national contexts.

Contents:

January 2014 US 680pp
Hardback £142.00 / $220.00 / CN$253.00
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9780230304284

Sociology of Education
Contemporary Debates in the Sociology of Education

Edited by Rachel Brooks, University of Surrey, UK, Mark McCormack, Durham University, UK, Kalwant Bhopal, University of Southampton, UK

“This isn’t another trot through the standard arguments within the sociology of education. It examines some of the key issues that will define the character of education systems over the next decade. It should be compulsory reading!” - Phillip Brown, Cardiff University, UK

Some of the most prominent sociologists working in education today have collaborated to address a wide range of empirical and theoretical issues. Adopting an international perspective, this book now in paperback foregrounds cutting-edge research that highlights both the diversity and complexity of understanding education in society.

Contents:
1. Contemporary Debates within the Sociology of Education: An Introduction; Rachel Brooks, Mark McCormack and Kalwant Bhopal
2. Globalization and Sociology of Education Policy: The Case of PISA; Bob Lingard and Sam Sellar
3. Education Policy, Human Rights, Citizenship and Cohesion; Audrey Osler
4. School Type and Inequality; Rita Nikolai and Anne West
5. We Know What They Earn, but What Do They Learn?: A Critique of Lifelong Learning through the Lens of Workplace Learning at the Bottom of the Service Sector; Steven Roberts
6. In a Class of Their Own: How Working-Class Students Experience University; Wolfgang Lehmann
7. Examining the (Em)bodied Boundaries of High School Locker Rooms; Michael Kehler and Michael Atkinson
8. Adolescent and Disabled or Adolescence Disabled? Education and the Construction of Gendered Identities Among Adolescents with Intellectual Disability; Kagoendo Mutua and Sandra Cooley Nichols
9. It’s How You Look or What You Like: Gender Harassment Construction of Gendered Identities Among Adolescents with Intellectual Disability; Kagendo Mutua and Sandra Cooley Nichols
10. What is so Liberal about Neoliberalism?: On the Basis of a National Research Project Undertaken at School and Its Association with Student Adjustment; Elisabeth Morgan Thompson, Katerina O. Sinclair, Riki Wilchins & Stephen T. Russell
11. It’s How You Look or What You Like: Gender Harassment Construction of Gendered Identities Among Adolescents with Intellectual Disability; Kagendo Mutua and Sandra Cooley Nichols
12. Towards a Sociology of Education and Technology; Keri Facer and Neil Selwyn

Creating Citizenship Communities

Education, Young People and the Role of Schools

Ian Davies, University of York, UK, Vanita Sundaram, University of York, UK, Gillian Hampden-Thompson, University of York, UK, Maria Tsouropoulou, London Metropolitan University, UK, George Bramley, University of Birmingham, UK, Tony Breslin, Breslin Public Policy Limited, UK, Tony Thorne, Education Consultant, UK

On the basis of a national research project undertaken in England, this volume explores how and why young people’s engagement is so important globally in education and society, and looks at what teachers and students think about citizenship and community. The authors make recommendations to enhance understanding and the potential for engagement.

Contents:

Educational Upward Mobility

Practices of Social Changes

Antonia Kupfer, Technical University of Dresden, Germany

What enables the few working-class people who enter higher education to achieve against the odds? This book offers answers by comparing social contexts, educational institutions and policies in Austria and England to demonstrate a surprising number of similarities behind those who succeed using Bourdieu’s concept of habitus.

Contents:

Educational Work and Social Change

Young People and Marginalization in Post-Industrial Britain

Robin Simmons, University of Huddersfield, UK, Ron Thompson, University of Huddersfield, UK, Lisa Russell, University of Huddersfield, UK

“This book is a delight to read. Simmons, Thompson and Russell have produced a text that is both empirically grounded and theoretically informed. The case studies of the young people interviewed provide a moving authenticity. The authors confirm the message of several previous studies in this area. The problems of youth marginalisation lie in the intersection of the structural and personal. This is sociology at its best, as C. Wright Mills put it, at the junctions of history and biography and of private troubles and public issues. It should be read by all politicians, journalists, youth workers and students seeking to understand some of the issues surrounding marginalised young people.” - Dr Ian Finlay, Oxford University Department of Education, UK

Drawing on a longitudinal study of the lives of NEET young people, this book looks beyond dominant discourses on youth unemployment to provide a rich, detailed account of young people’s experiences of participation and non-participation on the margins of education and employment, highlighting the policy implications of this research.

Contents:

Click on the product links to buy or learn more.
Do We Still Need Schools?

A Defense of Separation

Michael S. Merry, University of Amsterdam, The Netherlands

“This book represents a highly original contribution to one of the most incendiary debates on education in our times, the voluntary separation of ‘stigmatized groups’ versus their compulsory ‘integration’ within pluralist liberal democracies. Supported and sustained by both extensive empirical evidence and context-sensitive moral theory, Merry impugns integration on the one hand as a liberal-democratic requirement and as an effective – or even desirable – policy on the other. His argument shows that whatever may be true for ‘ideal worlds’, imposed mixing in the real world often is morally indefensible and socially and politically counterproductive. A truly multidisciplinary approach combining moral philosophy, political theory, social science (particularly sociology and social psychology) and educational policy, Equality, Citizenship, and Segregation persuasively challenges the persistent myth of integration and shows why separation may be a more fruitful strategy, particularly for some of society’s more vulnerable members. I highly recommend it.” - Veit Bader, Professor Emeritus, Sociology and Political Theory, University of Amsterdam, The Netherlands

Merry argues that most voluntary separation experiments in education are not driven by a sense of racial, cultural or religious superiority. Rather, they are driven among other things by a desire for quality education, not to mention community membership and self respect.


October 2014 UK 232pp
Paperback
£25.00 / $40.00 / CN$45.99 9781137469717

International Student Mobility and Transnational Friendships

Basak Bilecen, Bielefeld University, Germany

“International student mobility is a phenomenon of ever growing importance. This new contribution by Bilecen makes a valuable extension to our understanding of how international students are part of transnational networks. The sharp focus of this volume on the significance of transnational friendships by doctoral students will be of especial interest to sociologists and geographers as they seek to extend their understanding of the significance of spatial and social proximity in the lived experience of international students.” - Allan Findlay, University of St Andrews, Scotland

Friends play a crucial role in international students’ lives. This book explores the characteristics of the friendship networks of international doctoral students by analysing the relationships between these students and their friends, both in the country of education and across several national borders.


September 2014 UK 184pp
Hardback £25.00 / $40.00 / CN$45.99
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137405241

Mobilizing Zanzibari Women

The Struggle for Respectability and Self-Reliance in Colonial East Africa

Corrie Decker, University of California, Davis, USA

The experiences of African women in the era before independence remain a woefully understudied facet of African history. This innovative and carefully argued study thus adds tremendously to our understanding of colonial history by focusing on women’s education, professionalization, and political mobilization in the East African islands of Zanzibar.


November 2014 UK 260pp
Hardback £62.50 / $90.00 / CN$104.00 9781137465290
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137465290

Equality, Citizenship, and Segregation

A Defense of Separation

Edited by Paula Rothermel, Open University, UK

This collection brings together the research of an eclectic mix of leading names in home-based education studies worldwide. It uses home education to explore contemporary education outside of school and place it into a global, political and critical context, and will be essential reading for home educators, academics and policymakers alike.


February 2015 UK 352pp
Hardback £70.00 / $100.00 / CN$115.00 9781137446848
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137446848
Parents of Children with Autism

An Ethnography

Juliette de Wolfe, Arlington Public Schools, Arlington, Virginia, USA

"With this book, de Wolfe makes a triply significant contribution to defining discourses of the moment: autism, diversity, and education. With her steady, sensitive voice, she shows us how autism is best understood not as a static label but as a dynamic lived experience, and how conceptions of diversity are incomplete if they are not inclusive of disability. She explores how education is, in its most robust application to human development, the acquisition of new repertoires of practice in response to meaningful contextual demands." - Katherine Richardson Bruna, Associate Professor of Multicultural Education, Iowa State University, USA

In a readable and highly accessible ethnographic account that is shaped by the stories of families and the voices of parents, De Wolfe examines how parents of children with autism navigate the educational and medical systems, understand their own and their children’s bodies, and support and educate one another.

Contents:
1. Anthropologizing Experiences of Autism
2. Meet the Parents
3. Re-charting Territories, Redefining Roles: The Issue of Relationships
4. Peculiarities and Particularities: The Issue of Bodies
5. Navigations and Limitations: The Issue of Institutions
6. Sharing and Fighting: The Issue of Communication and Education
7. Conclusion

July 2014 UK
196pp
Hardback
Canadian Rights
ebooks available
www.palgrave.com/page/detail/?k=9781137436221

Regimes of Social Cohesion

Societies and the Crisis of Globalization

Andy Green, Institute of Education, University of London, UK; Jan Germen Jannaat, Institute of Education, University of London, UK

"This timely volume represents an excellent intervention within debates about 'the effects of social change on the social fabric' (p. 1) in the context of globalization, increasing inequality and social diversity, and the intensification of concerns about these trends in the aftermath of the financial crisis, recession and the new politics of austerity . . . Their book is a very worthwhile contribution to these aims and should be widely read by all those working in the fields of cohesion studies." - John Flint, International Sociology

In this volume, now in paperback, Green and Jannaat employ an original and highly interdisciplinary mixed method approach to identify four major traditions of social cohesion in developed societies, analyzing how these various mechanisms are withstanding the strains of the current global financial crisis.

Contents:
1. Introduction
2. Neoliberalism, Militarization, and Public Education
3. Sending Good Kids to Military School: Why Parents Choose the MEI
4. Reading, Writing, Arithmetic and War: Militarized Pedagogy and Militarized Futures
5. A Few Good Boys: Gender at the MEI
6. Ask, Tell, Talk Back: Queering Resistance to Gendered Heteronormativity
7. Conclusion

September 2014 UK
264pp
Paperback
Canadian Rights
ebooks available
www.palgrave.com/page/detail/?k=9781137453242

Young People’s Educational Careers in England and Germany

Integrating Survey and Interview Analysis via Qualitative Comparative Analysis

Judith Glaesser, Durham University, UK

In this comparative study of young people’s educational careers in England and Germany, individual factors, social class, school and country characteristics are shown jointly to shape these careers through mutually reinforcing processes. Qualitative Comparative Analysis (QCA) is combined with interview analysis to explore generative mechanisms.

Contents:
1. Introduction
2. Description and Explanation: Methodological Rationale
3. Qualitative Comparative Analysis
4. Overview of the Project
5. Contemporary Regimes of Social Cohesion and their Institutional Foundations
6. Quantitative Analysis of Regimes of Social Cohesion
7. Value Diversity and Social Cohesion
8. Regimes of Social Cohesion and the Global Crisis
9. Sources and Survey Items
Appendix I: Dataset Used for Statistical Analyses
Appendix II: Dataset Used for Statistical Analyses

May 2015 UK
196pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137360922

Culture and Structure at a Military Charter School

From School Ground to Battle Ground

Brooke Johnson, Northeastern Illinois University, USA

"This is an important piece of scholarship which does what all good history should do—it tells a good story and sheds light on issues of current interest and relevance. The book explores some of the key political, social, and economic episodes of the twentieth century and throughout are great vignettes and some unexpected revelations. Overall, an excellent study, well researched, well-written, and with significant relevance for today." - Justin Davis Smith, Executive Director of Volunteering and Development, The National Council for Voluntary Organisations

Taking military charter schools as her subject, and drawing on years of research at one school in particular, Brooke Johnson explores the underpinnings of a culture based on militarization and neoliberal educational reforms and probes its effects on individual identity and social interactions at the school.

Contents:
1. Introduction
2. Neoliberalism, Militarization, and Public Education
3. Sending Good Kids to Military School: Why Parents Choose the MEI
4. Reading, Writing, Arithmetic and War: Militarized Pedagogy and Militarized Futures
5. A Few Good Boys: Gender at the MEI
6. Ask, Tell, Talk Back: Queering Resistance to Gendered Heteronormativity
7. Conclusion

October 2014 UK
204pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137360922

Click on the product links to buy or learn more.
Knowledge and the Future of the Curriculum
International Studies in Social Realism

Edited by Brian Barrett, State University of New York College at Cortland, USA, Elizabeth Rata, University of Auckland, New Zealand

"Knowledge and the Future of the Curriculum, packs in a collection of "powerful" analyses from seminal scholars working in diverse areas of research and international contexts, and who share a common vision for what a future-oriented curriculum must look like if it is to be both socially just and truly progressive ... The book will be of particular interest to graduate schools of education seeking rigorous programs of study, especially considering the rich theoretical framework presented and the application of the framework to various debates occurring in the field as well as to various research programs."

International Studies in Sociology of Education
This collection explores why powerful knowledge matters for social justice and discusses its implications for curriculum and pedagogy. The contributors argue that the purpose of education is to provide all students with access to powerful knowledge so that they acquire the means to move beyond their experiences and enhance their lives.

Contents:
1. Introduction: Knowledge and the Future of the Curriculum; Elizabeth Rata and Brian Barrett
2. Social Realism and the Problem of the Problem of Knowledge in the Sociology of Education; Rob Moore
3. On the Powers of Powerful Knowledge; Michael Young and Johan Muller
4. Powerful Knowledge, Esoteric Knowledge, Curriculum Knowledge; John Beck
5. Knowledge and Democracy: The Strife of the Dialectic; Elizabeth Rata
6. Risky Business: The Marginalisation of Knowledge in American Education Reform since A Nation at Risk; Brian Barrett
7. The Missing 'Voice' of Knowledge in Knowledge and Skills; Chris Corbel
8. Pathways to Powerful Knowledge: A Case for Music’s ‘Voice’; Graham McPhail

Palgrave Studies in Excellence and Equity in Global Education

Children’s Bodies in Schools
Corporeal Performances of Social Class

Sue Ellen Henry, Bucknell University, USA

Bringing together sociology of the body with powerful examinations of educational theory and social class, Henry examines how children’s experiences of school and pedagogy are shaped by their bodies and the ideas of social class and class identity that their bodies carry.

Contents:
1. Children’s Bodies and Corporeal Expectations of Schooling
2. Social Class Inequities and the Body
3. Theoretical Frameworks for Understanding Social Class Corporeality
4. Corporeal Implications of Contemporary Schooling Practices

Queer Teachers, Identity and Performativity

Edited by Anne Harris, Monash University, Australia, Emily M. Gray, RMIT University, Australia

"This book goes beyond calling on queer teachers to come out of the closet and be role models. The chapter authors consider from different angles many of the ambiguities raised by such a premise: What exactly does it mean to be ‘queer’, or someone who lives outside the heteronormative? How do these lived experiences intersect with increasingly neoliberal ‘cyborg’ discourses of teaching as a profession, where teachers are expected to leave their humanity at the school gate? Might the closet be somewhat transparent, so that in and out are not so clearly defined? Does it really get better? And, if so, how might it get better sooner? Because there are teachers and children who are right now navigating the treacherous waters of heteronormativity. This book draws upon the voices of teachers to engage carefully and thoroughly with these issues."

Contents:
Introduction: Marked Presence/Unremarkable Absence: Queer Teachers, ‘Identity’ and Performativity; Emily M. Gray and Anne Harris
1. Trans Teacher Experiences and the Failure of Visibility; Anne Harris and Tiffany Jones
2. Reframing Queer Teacher Subjects: Neither in nor out but Present; Tania Ferfolja
3. Teachers and Civil Partnership: (Re)producing Legitimate Subjectivities in the Straight Spaces of Schools; Aoife Neary
4. Out in Britain; the Politics of Sexuality Education and Lesbian and Gay Teachers in Schools; Naomi Rudoe and more.

The Cultural and Social Foundations of Education

Palgrave Studies in Gender and Education

The Cultural and Social Foundations of Education

June 2014 UK

160pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137442628

£45.00 / $67.50 / CN$78.00
ebooks available
9781137442628

Gender Pedagogy
Teaching, Learning and Tracing Gender in Higher Education

Emily F. Henderson, Institute of Education, UK

When addressed in its full reactive potential, gender has a tendency to unify the reassuring certainties of education and academia. GenderPedagogy unfolds as an account of teaching learning that is rooted in Derrida’s concept of the ‘trace’, reflecting the unfixed properties of gender and even shaking up academic knowledge production.


Palgrave Studies in Gender and Education

December 2014 UK

154pp
Hardback
Canadian Rights
ebooks available
www.palgrave.com/page/detail/?k=9781137428486

£45.00 / $67.50 / CN$78.00
9781137428486

Queer Teachers, Identity and Performativity

Palgrave Studies in Gender and Education

December 2014 UK

5 b/w tables
Hardback
Canadian Rights
ebooks available
www.palgrave.com/page/detail/?k=9781137441911

£45.00 / $67.50 / CN$78.00
5 b/w tables
9781137441911
New Frontiers in Technological Literacy

Breaking with the Past

Edited by John R. Dakers, University of Glasgow, UK

"The beginning of our twenty-first century is marked by many breaks that affect our social, economic, cultural, and political organizations. The globalization of trade and the global development of information networks have drastically changed our relationships with multiple technologies. Increasingly indispensable in our daily actions, they generate opposing feelings from the most basic rejection to unconditional adherence. This book, by the richness of contributions from leading international experts, lays the foundation of an appropriate place for technology education in all our educational systems." – Jacques Ginestie, Director, ESPE Aix-Marseille, Aix-Marseille University, France

New Frontiers in the Technological Literacy attempts to rethink the concept of technological literacy in a modern context, not only in terms of a subject area taught in schools, but also as an important general concept that all citizens should engage with. As this book will illustrate, the concept of technological literacy has no universally agreed definition.

Contents: Foreword; Carl Mitcham * Introduction: Breaking with the Past; John R. Dakers * 1 Technological Literacy as a Creative Process of Becoming Other; John R. Dakers * 2 Postliterate Machineries; Stephen Petrina * 3 Technology and Technology Education: Perspectives from a young person; Molly Watson * 4 Technological Literacy and Digital Democracy: a relationship grounded in Technology Education; P. John Williams * 5 Re-Envisioning Our Knowledge Tradition: From Gender-Blind to Gender Aware; Mary Kirk * 6 Eco-technological Literacy for Resiliency; Leo Ehrholz * 7 A Chinese Perspective on Technological Literacy; Nan Wang * 8 Enabling both reflection and action: a challenge facing technology education; David Barley * 9 From Cybereducation to Cyberactivism: Can Cyber-literacy Transform the Public Sphere?; Andoni Alonso * 10 Situating technological literacy in the workplace; Jamie Wallace and Catherine Hasse * 11 Genetic literacy: Scientific input as a precondition for personal judgment?; Silja Samerski

Jul 2014 UK
196pp
Hardback
£62.50 / $100.00 / CNS155.00
9781137394743
Paperback
£20.00 / $32.00 / CNS37.00
9781137386328
Ebooks available
www.palgrave.com/page/detail/?k=9781137394743
www.palgrave.com/page/detail/?k=9781137386328

Educational Innovations and Contemporary Technologies

Enhancing Teaching and Learning

Edited by Petrea Redmond, University of Southern Queensland, Australia, Jennifer Lock, University of Calgary, Canada, Patrick Alan Danaher, University of Southern Queensland, Australia

For the education system to remain responsive to the needs and demands of its multiple stakeholders it must embrace the innovation and research produced by contemporary technology. This book traverses a wide range of conceptual, disciplinary, methodological, national and sectoral boundaries to explore the challenge presented.

Contents: PART I: CONSIDERING ASPECTS OF KNOWLEDGE AND EXPERIENCE FOR DEVELOPING TECHNOLOGICAL LITERACY * PART II: CONSIDERING ASPECTS OF DESIGN IN DEVELOPING TECHNOLOGICAL LITERACY * PART III: CONSIDERING ASPECTS OF PEDAGogy FOR DEVELOPING TECHNOLOGICAL LITERACY * PART IV: CONSIDERING GLOBALIZATION, COMPUTERS, THE WORLD-WIDE-WEB, AND THEIR IMPACT IN DEVELOPING TECHNOLOGICAL LITERACY

July 2014 UK
240pp
Paperback
£20.00 / $32.00 / CNS37.00
9781137373465

Ebooks available
www.palgrave.com/page/detail/?k=9781137373465

Artistic Literacy

Theatre Studies and a Contemporary Liberal Education

Nancy Kindelan, Northeastern University, USA

‘Kindelan makes a valuable argument for the appropriateness of including theater studies in a liberal arts curriculum… This book is a call to action: it arms faculty and administrators with information about recent developments in theater studies’ pedagogical goals and approaches to liberal arts education that suggest integrating theater studies in a liberal arts program at institutions of higher education. Summing Up: Recommended. Researchers, faculty, professionals.’ – CHOICE

Undergraduate theatre programs can play a significant role in accomplishing the aims and learning outcomes of a contemporary liberal education. Here, Kindelan argues that theatre’s signature pedagogy helps all undergraduates become actively engaged in developing critical and value-focused skills.

The Arts in Higher Education

October 2014 UK
240pp
Paperback
£17.99 / $28.00 / CNS32.00
9781137445599
Ebooks available
www.palgrave.com/page/detail/?k=9781137445599
Critical Perspectives on Technology and Education

Edited by Scott Bulfin, Monash University, Australia, Nicola F. Johnson, Federation University, Australia, Chris Bigum, Griffith University, Australia

“A timely, useful, readable, subtle, helpful, and provocative collection unpicking the politics, practices, history, and uses of educational technology.” - Julian Sefton-Green, Principal Research Fellow in the Department of Media and Communication, London School of Economics and Political Science, UK

Critical Perspectives on Technology and Education offers critical readings of issues in education and technology and demonstrates how researchers can use critical perspectives from sociology, digital media, cultural studies, and other fields to broaden the ‘ed-tech’ research imagination, open up new topics, ask new questions, develop theory, and articulate an agenda for informed action.

Contents: 1. Critical Is Something Others (Don’t) Do: Mapping the Imaginative Of Educational Technology; Chris Bigum, Scott Bulfin, And Nicola F. Johnson * 2. Gorillas In Their Midst: Rethinking Educational Technology; Chris Bigum And Leonie Rowan * 3. The Work Of Theory In Ed-Tech Research; Nicola F. Johnson * 4. Extending Understandings Of Educational Technology: Teachers’ Critiques Of Educational Technology As Important Intellectual Capital For Researchers; Joanne Orlando * and more...

Digital Education and Learning

February 2015 UK
280pp
Hardback £65.00 / $100.00 / €75.00 [CN$115.00]
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137385444

Digital Skills

Unlocking the Information Society

Jan A. G. M. van Dijk, University of Twente, The Netherlands, Alexander J. A. M. van Deursen, University of Twente, The Netherlands

"If you ever thought using the Internet is straightforward, this book will change your mind. Its many complexities are laid out here—posing challenges to all of us as users, and to some of us as interface and content designers, educators, and policymakers. All these challenges must be met, the authors argue, if the Internet is not to exacerbate the already problematic inequalities in our society.” - Sonia Livingstone, Department of Media and Communications, London School of Economics and Political Science, UK

The first book to systematically discuss the skills and literacies needed to use digital media, particularly the Internet, van Dijk and van Deursen’s clear and accessible work distinguishes digital skills, analyzes their roles and prevalence, and offers solutions from individual, educational, sociological, and policy perspectives.


New Language Learning and Teaching Environments

March 2015 UK
208pp
Hardback £58.00 / $90.00 / €70.00 [CN$104.00]
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137412256

Digital Online Culture, Identity, and Schooling in the Twenty-First Century

Kimberly N. Rosenfeld, Cerritos College, USA

"Rosenfeld has delivered a powerfully written book that moves beyond a simple fascination with the digital world to offer a framework for understanding and reinventing schooling at the cusp of the information revolution. I love the concept of a critical theory of technology for schooling as a call to action for educators to engage our corporate media hegemony and to promote cultures of youth production and exchange that help all students to develop the skills and sensibilities that they will need to live and thrive in the world today.” - Ernest Morrell, Professor of Education, Columbia University, USA

Rosenfeld deconstructs how the information revolution has reshaped identity, rights, and responsibilities, and how schools respond and should respond to these changes.


New Frontiers in Education, Culture and Politics

January 2015 UK
220pp
Hardback £60.00 / $95.00 / €75.00 [CN$110.00]
Canadian Rights ebooks available
www.palgrave.com/page/detail/?k=9781137442598

Developing Online Language Teaching

Research-Based Pedagogies and Reflective Practices

Edited by Regine Hampel, The Open University, UK, Ursula Stickler, The Open University, UK

When moving towards teaching online, teachers are confronted every day with issues such as online moderation, establishing social presence online, transitioning learners to online environments, giving feedback online. This book supports language teaching professionals and researchers who are keen to engage in online teaching and learning.

Implementing and Researching Technological Innovation in Language Teaching
The Case of Interactive Whiteboards for EFL in French Schools

Shona Whyte, Université Nice Sophia Antipolis, France
Implementing and Researching Technological Innovation in Language Teaching takes a case study approach to investigate the integration of the interactive whiteboard (IWB) into the teaching of English as a Foreign Language (EFL) in French schools.


New Language Learning and Teaching Environments
April 2015 UK 208pp Hardback £58.00 / $90.00 / CN$104.00 ebooks available
Canadian Rights www.palgrave.com/page/detail/?k=9781137470331

The Online Informal Learning of English
Geoffrey Socke, Paris Descartes University, France
Young people around the world are increasingly able to access English language media online for leisure purposes and interact with other users of English. This book examines the extent of these phenomena, their effect on language acquisition and their implications for the teaching of English in the 21st century.


New Language Learning and Teaching Environments
September 2014 UK 188pp 43 figures Hardback £58.00 / $90.00 / CN$104.00 ebooks available
Canadian Rights www.palgrave.com/page/detail/?k=9781137414878

Software, Animation and the Moving Image
Aylish Wood, University of Kent, UK
"Wood’s book is a very important contribution to our understanding of how digital animated images are created. Digital animated images are pervasive but much of the discourse around them centres on them as images, as represented spaces. In focusing on how the widely-used software Autodesk Maya is used to construct animated images, Wood takes us on a journey through ‘more-than-representational space’ to understand how the digital contours of contemporary moving image production are reshaping how we understand and relate to the world around us.” - Paul Ward, Arts University, Bournemouth, UK

Software, Animation and the Moving Image brings a unique perspective to the study of computer-generated animation by placing interviews undertaken with animators alongside an analysis of the user interface of animation software. Wood develops a novel framework for considering computer-generated images found in visual effects and animations.


Youth Practices in Digital Arts and New Media
Learning in Formal and Informal Settings
Joanna Black, University of Manitoba, Canada, Juan Carlos Castro, Concordia University, Canada, Ching-Chiu Lin, The University of British Columbia, Canada
‘Digital media, and the technological advances associated with it, disrupts traditional conceptions of the teaching and learning experience. In this volume, Joanna Black, Juan Carlos Castro, and Ching-Chiu Lin assist educators in navigating this disruption in a comprehensive, compelling, and provocative way. Students, and their communities, will be well served as a result.’ - Doug Blandy, Professor in the Arts and Administration Program, University of Oregon

The authors examine youths’ practices in digital culture affecting social change, pedagogy, and creative learning practices. Knowledge about these practices is discussed, in which learning, knowledge sharing, distinct social contexts, pedagogical relationships, and artistic creative inquiry are examined in diverse formal and informal environments.


Click on the product links to buy or learn more.
**EDUCATION THEORY**

**Educational Developments, Practices and Effectiveness**

*Global Perspectives and Contexts*

*Edited by Jennifer Lock, University of Calgary, Canada, Petrea Redmond, University of Southern Queensland, Australia, Patrick Alan Danaher, University of Southern Queensland, Australia*

Exploring a range of educational developments and practices in different national contexts in Australia, Canada and Switzerland, this book analyses the effectiveness of such initiatives. Case studies in the book include business and online education, supporting students with disabilities and school-wide pedagogical improvement.

**Contents:**

- PART I: EDUCATIONAL DEVELOPMENTS AND IMPROVING OUTCOMES FOR LEARNERS AND TEACHERS
- PART II: EDUCATIONAL DEVELOPMENTS AND SPECIALISED DISCIPLINES OF KNOWLEDGE

**April 2015 UK**

<table>
<thead>
<tr>
<th>192pp</th>
<th>22 figures, 8 colour tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardback</td>
<td>£58.00 / $95.00 / CN$110.00</td>
</tr>
</tbody>
</table>

www.palgrave.com/page/detail/?k=9781137469922

---

**Investigating the Language of Special Education**

*Listening to Many Voices*

*Michael Farrell, Private Consultant in Special Education, UK*

‘Michael Farrell’s powerful and thought-provoking book presents a thorough examination of language related to special education, and the way we wield it. Readers will be challenged to confront their own language assumptions, beliefs, and biases which is essential for the progression of our profession. This is a must-read for all of us involved in special education.’ - Desiiree Gallimore, Guide Dogs NSW/ACT, RIDBC Renwick Centre, University of Newcastle, Australia.

Utilising a wide range of theoretical traditions from philosophy, sociology and anthropology, this book aims to raise the reader’s awareness of the power as well as the limitations of language in relation to special education.

**Contents:**

- Introduction: The Importance of Language in Special Education
- Past Voices: Historical Terminology
- Present Voices: Current Language in Special Education
- Grand Designs: Constructing Social Meaning
- Labelling: New Labels for Old
- Disability Memoirs and Student Voice
- Problematising Meaning: Deconstruction
- Immersed in Language: Designs: Constructing Social Meaning
- Analysing Concepts in Special Education
- Persuasive or Misleading Language and Student Voice
- Problematizing Meaning: Deconstruction
- Immersed in Language: Designs: Constructing Social Meaning
- 4. Labelling: New Labels for Old?
- 5. Disability Memoirs
- 6. Problematizing Meaning: Deconstruction
- 7. Immersed in Language: Designs: Constructing Social Meaning
- 8. Analysing Concepts in Special Education
- 9. Persuasive or Misleading Language

**July 2014 UK**

<table>
<thead>
<tr>
<th>188pp</th>
<th>4 b/w tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardback</td>
<td>£55.00 / $85.00 / CN$98.00</td>
</tr>
<tr>
<td>Canadian Rights</td>
<td>ebooks available</td>
</tr>
</tbody>
</table>

www.palgrave.com/page/detail/?k=9781137434708

---

**Redefining Religious Education**

*Spirituality for Human Flourishing*

*Edited by Scherto Gill, Guerrand-Hermès Foundation for Peace, Garrett Thomson, The College of Wooster, USA*

Redefining Religious Education is a unique collection of interdisciplinary articles that argue for religious education to be directed primarily towards the spiritual insofar as it is part of a flourishing human life. The articles address this issue from the perspectives of theory, different religious traditions and innovative teaching and learning practices.

**Contents:**

- PART I: THEORETICAL FRAMEWORK
- PART II: SPIRITUAL EDUCATION IN RELIGIOUS TRADITIONS
- PART III: PEDAGOGICAL CASE STUDIES

**June 2014 UK**

<table>
<thead>
<tr>
<th>268pp</th>
<th>22 figures, 8 colour tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardback</td>
<td>£58.00 / $95.00 / CN$110.00</td>
</tr>
<tr>
<td>Canadian Rights</td>
<td>ebooks available</td>
</tr>
</tbody>
</table>

www.palgrave.com/page/detail/?k=9781137378149

---

**Roles, Rights, and Responsibilities in UK Education**

*Tensions and Inequalities*

*Hilary McQueen, Institute of Education, University of London*

“This book is both timely and highly insightful, capturing a range of perspectives and reflections on roles, rights and responsibilities in education. It is engaging and thought-provoking—highly recommended for anyone interested in deepening their understanding of the complexities of the UK education landscape.” - Andrea Creech, author of Active Ageing with Music: Supporting Wellbeing in the Third and Fourth Ages (2014), and Reader in Education, University of London, UK

Top scholars systematically explore roles, rights, and responsibilities of major participants in UK education: the government, the educators, the learners, and the parents. They investigate the inequalities produced by their current arrangement and look into how changing these arrangements might lead to different outcomes for all involved.

**Contents:**

- 1. Introduction; Preface by Chris Husbands
- 2. Governance; Preface by Meg Maguire
- 3. Learners; Preface by John Webber
- 4. Parents; Preface by Miriam David
- 5. Teachers; Preface by Bryan Cunningham
- 6. Tensions and Inequalities Revisited: Roles, Rights, Responsibilities and Recognition; Preface by Paddy McQueen

**December 2014 UK**

<table>
<thead>
<tr>
<th>208pp</th>
<th>4 b/w tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardback</td>
<td>£59.50 / $95.00 / CN$110.00</td>
</tr>
<tr>
<td>Canadian Rights</td>
<td>ebooks available</td>
</tr>
</tbody>
</table>

www.palgrave.com/page/detail/?k=9781137398000
Conflicts in Curriculum Theory
Challenging Hegemonic Epistemologies

João M. Paraskeva, University of Massachusetts, Dartmouth, USA, Donaldo Macedo, University of Massachusetts, USA

‘A tour de force of a book filled with glittering forays and powerful, expansive, pragmatic, and prescriptive insight. Paraskeva’s is a sharp, incisive, and distinctive voice. Conflicts in Curriculum Theory is rich, provocative and eminently readable.’ – Cameron McCarthy, University of Illinois at Urbana-Champaign, USA

Conflicts in Curriculum Theory challenges educators to be agents of change, to take history into their own hands, and to make social justice central to the educational endeavor. Paraskeva embraces a pedagogy of hope championed by Paulo Freire where people become conscious of their capacity to intervene in the world to make it less discriminatory and more humane.


Education, Politics and Public Life

August 2014 UK
292pp
Paperback
£19.99 / $36.00 / CN$41.50
9781137430465

Constructions of Twenty-First Century Socialism in Latin America
The Role of Radical Education

Sara C. Motta, University of Newcastle, Australia, Mike Cole, Bishop Grosseteste University, UK

‘Motta and Cole’s Constructing Twenty-First Century Socialism in Latin America is essential reading for everyone who values the role that critical pedagogy might play in both challenging and transcending the dead zones of the imagination advocated by the prophets of neoliberalism. This book embodies a pedagogy that crosses borders, makes education and dialogue central to politics, and fosters a hope that the true and most effective struggle against neoliberalism will be international and collective.’ – Henzey Giroux, Global Television Network Chair in English and Cultural Studies, McMaster University, Canada

Mike Cole and Sara Motta explore the role of radical education in constructing twenty-first century socialism in Latin America, focusing on Venezuela, Bolivia, Brazil, and Mexico.


Marxism and Education

June 2014 UK
284pp
Hardback
£57.50 / $95.00 / CN$109.00
9780230338234

Evaluating European Education Policy-Making
Privatization, Networks and the European Commission

Edited by Manuel Souto-Otero, University of Bath, UK

This collection is an inside look at European Commission policy-making in education and the privatization of policy-making in the European Union. Along with contributions from leading academics in the field of educational policy and policy-sociology, this book also introduces the voices of policy consultants and policy-makers.


April 2015 UK
192pp
Hardback
£70.00 / $105.00 / CN$121.00
9781137461865
The Origins of the Common Core
How the Free Market Became Public Education Policy

Deborah Duncan Owens, Elmira College, USA, Thomas J. Fiala, Arkansas State University, USA

"This timely book goes beyond the tired debates about the Common Core State Standards and asks instead: How did we get here, with self-appointed "reformers" casting public schools as the enemy, and unproven market models for education as the answer? This comprehensively documented treatment of that question proves that Deborah Duncan Owens is a voice to be reckoned with in education policy debates." - Christopher Lubienski, Professor of Education Policy, University of Illinois, USA; Sir Walter Murdoch Visiting Adjunct Professor, Murdoch University, Australia; and author of The Public School Advantage: Why Public Schools Outperform Private Schools (2014)

Owens provides a historical analysis of the ideological movements and reform efforts leading to the Common Core State Standards, beginning with conservative criticism of public schools in the 1930s and culminating in a convergence of the political right and left in efforts to systematically reform education based on free market principles.

Contents:
1. The Nation Was at Risk and the Public Schools Did It
2. Public Schools: Conservative Coalescence and the Socialist Threat
3. Friedmanomics, School Vouchers and choice
4. Corporate Superstars and an Inconvenient Truth
5. Public Schools and a Third Way
6. NCLB and the Texas Tall Tale
7. Education Reform and the Deep State: An Alternate Universe
8. The CCSS: Systemic Education Reform Writ Large
9. CCSS: The Gorilla in the Room for Free Market Education Reform

Rethinking Readiness in Early Childhood Education
Implications for Policy and Practice

Edited by Jeanne Marie Iorio, University of Hawai‘i–West Oahu, USA, Will Parnell, Portland State University, USA

"In assembling a dazzling array of international authors engaged in rethinking readiness in early childhood education, Iorio and Parnell stimulate readers to re-imagine readiness that includes all its complexities, ambiguities, and paradoxical nature. The chapters encourage critical review of long-held assumptions and encourage new ways of reconceptualizing from a strong theoretical base. Viewing readiness from the perspectives of teachers, children, and parents, each chapter gives us new insight into this important educational policy issue."

- Nicola Yelland, Professor and Director of Research in the College of Education, Victoria University, Australia

Rethinking Readiness in Early Childhood Education challenges traditional conceptions of readiness in early childhood education by sharing concrete examples of practice, policy and histories that rethink readiness. This book seeks to reimagine possible new educational worlds for young children.

Critical Cultural Studies of Childhood

February 2015 UK
February 2015 US
236pp
Hardback
£65.00 / $100.00 / CN$115.00
9781137442659
ebooks available
www.palgrave.com/page/detail/?k=9781137442659

The School Choice Journey
School Vouchers and the Empowerment of Urban Families

Thomas Stewart, Patten University, USA, Patrick J. Wolf, University of Arkansas, USA

"The School Choice Journey illuminates how well-crafted policies and practices can help urban families secure valuable education opportunities for their children. This is a must-read for anyone interested in improving the academic outcomes for urban children." – Rod Paige, Former US Secretary of Education

This in-depth chronicle of 110 families in Washington, DC’s Opportunity Scholarship Program provides a realistic look at how urban families experience the process of using school choice vouchers and transform from government clients to consumers of education and active citizens.

Contents:
Foreword by Former United States Senator Joe Lieberman
1. What Is School Choice, And Why Did Some Parents Choose School Vouchers?
2. The History of Vouchers and Education Reform in Washington, DC
3. What Were Families Looking for in the Voucher Program?
4. What Major Challenges Did Families Experience Using Private School Vouchers?
5. How Do Families Measure Student Progress, Satisfaction and Success?
6. School Voucher and the Empowerment Of Urban Families
7. What Lessons Were Learned That May Help Future Travelers?

Education Policy

August 2014 UK
August 2014 US
236pp
5 graphs, 4 charts, 4 b/w tables
£60.00 / $95.00 / CN$109.00
9781137442659
www.palgrave.com/page/detail/?k=9781137442659
The State of Developmental Education
Higher Education and Public Policy Priorities

Tara L. Parker, College of Education and Human Development, University of Massachusetts Boston, USA, Michelle Sterk Barrett, College of the Holy Cross, USA, Leticia Tomas Bustillos, National Council of La Raza, USA

“The State of Developmental Education provides incisive analysis of this controversial, contentious, and sometimes confusing field. Through their groundbreaking work, Parker, Sterk Barrett, and Bustillos carefully examine the often unexplored role of policy with developmental education implementation in five states. The authors raise the conversation from the level of the classroom to that of the statehouse. Interviews with one hundred policymakers in these states reveal the current peril and potential future for developmental education.” - David Arendale, Associate Professor, University of Minnesota, USA, and former president of the National Association for Developmental Education

The State of Developmental Education is the first book to provide a thorough, comparative picture of how developmental education is carried out at higher education institutions and investigate how different state-level policies and priorities change the availability, types, and quality of developmental education available.


Education Policy

December 2014 UK
208pp
Hardback
£65.00 / $100.00 / CN$115.00
Canadian Rights
ebooks available
www.palgrave.com/page/detail/?k=9781137382887

Income Contingent Loans
Theory, Practice and Prospects

Edited by Bruce Chapman, University of Toronto, Canada, Timothy Higgins, Australian National University, Joseph E. Stiglitz, Columbia University, USA

This study explores the prospect of the application of the basic principles of ICL into many other potential areas of social and economic policy. Using case studies it evaluates previously implemented ICL schemes where interest rate subsidies are usually the norm, and questions the merits of this approach.

Contents: PART I: TOWARDS A THEORY FOR INCOME CONTINGENT LOANS * PART II: PRACTICE IN HIGHER EDUCATION * PART III: PROSPECTS BEYOND HIGHER EDUCATION * PART IV: COMMENTARY

Income Contingent Loans
Theory, Practice and Prospects

May 2014 UK
284pp
Hardback
£100.00 / $150.00 / CN$170.00
9781137413192
Canadian Rights
ebooks available
www.palgrave.com/page/detail/?k=9781137413185

Excellence and Equity in Literacy Education
The Case of New Zealand

Edited by William E. Tunmer, Massey University, New Zealand, James W. Chapman, Massey University, New Zealand

“The authors make a unique and valuable contribution through research informed discussions written in a style that is accessible to a wide audience. This volume will be compelling reading for educationalists, researchers, teachers, policy makers, political and community leaders, and parent groups alike.” - Gail T. Gillon, Pro-vice Chancellor Education, University of Canterbury, New Zealand

Despite several efforts by the New Zealand government in the 1990s this book suggests that their national literacy strategy has failed to reduce the literacy achievement gap. The major contributing factors are examined and alternative effective strategies are suggested to achieve excellence and equity in New Zealand’s literacy education.

Contents: PART I: EVIDENCE THAT NEW ZEALAND’S NATIONAL LITERACY STRATEGY HAS FAILED * PART II: FACTORS CONTRIBUTING TO THE FAILURE OF NEW ZEALAND’S NATIONAL LITERACY STRATEGY * PART III: STRATEGIES FOR REDUCING THE LITERACY ACHIEVEMENT GAP AND ACHIEVING EXCELLENCE AND EQUITY IN NEW ZEALAND EDUCATION

Palgrave Studies in Excellence and Equity in Global Education

June 2015 UK
256pp
3 b/w tables, 4 figures
£65.00 / $100.00 / CN$109.00
9781137415561

Public Housing and School Choice in a Gentrified City
Youth Experiences of Uneven Opportunity

Molly Vollman Makris, Rutgers University-Newark, USA

“Besides providing a detailed analysis of contacts between haves and have-nots, Makris clarifies why schools are such an important part of the process. The book has important implications for race, urban planning, education, and the role of young people in shaping both the texture and substance of the environment in which they live.” — William Helmreich, Professor of Sociology, The City College of New York and CUNY Graduate Center, USA

Molly Makris uses an interdisciplinary approach to urban education policy to examine the formal education and physical environment of young people from low-income backgrounds and demonstrate how gentrification shapes these circumstances.


Palgrave Studies in Urban Education

March 2015 US
272pp
6 figures, 13 illustrations, 4 maps, 4 b/w tables
£65.00 / $100.00 / CN$115.00
9781137429155
Deschooling L’earning
Young Adults and the New Spirit of Capitalism

Michael Singh, University of Western Sydney, Australia, Roberta Harreveld, Central Queensland University, Australia

“The promise of Singh and Harreveld is that in breaking down structural barriers in learning, and placing student agency right at the centre of our thinking, a new kind of democratised economy can emerge – an economy in which both private good and public good will advance, without the perpetual conflict between them which seems inescapable in the world we presently inhabit. Deschooling L’earning is an original, forward thinking and highly stimulating book, at one and the same time both radically mainstream and deeply subversive.” - Simon Marginson, Professor of International Higher Education, Institute of Education, University of London, UK

Deschooling L’earning explores reforms to young adults’ schooling that mobilise capital friendly learning-and-earning (l’earning) webs. It argues that deschooling L’earning builds young adults’ commitment to modern modes of capital accumulation, gives insights into how they can secure their future, and reassures them that this can serve the common good.

Contents:
1. Classrooms Need Not Interfere with L’earning
2. Disenchantment with Classroom-Centric Schooling
3. Brokered Capital Friendly L’earning Webs
4. Networking Policy for Deschooling L’earning
5. Networking L’earning Webs is Not So Radical
6. Deschooling Network Leadership
7. Deschooling, Democracy and Accountability
8. Tests of Government Accountability
9. Concepts and Implications for Deschooling

Inclusive Education and the Issue of Change
Theory, Policy and Pedagogy

Anastasia Liasidou, European University Cyprus, Cyprus

Exploring the theoretical, policy and classroom (pedagogical) dimensions of transformative change within the context of inclusive education policy and practice, this book documents how ideological presuppositions and professional practice should be transformed in order to meet learner diversity in effective and non-discriminatory ways.

Contents:
1. Introduction
2. Neoliberal Reforms, the Crisis of Education
3. Inclusive Education Policymaking and the Question of Change
4. Theorizing Educational Change within the Context of Inclusion
5. Inclusive Classrooms and the Issue of Change
6. Sustainable Inclusive Education Reforms
7. Disability Studies at the Cross-Road of Critical, Feminist, Anti-Racist Theories and the Issue of Change
8. Educational Leadership and Socially Just Change
9. Disability Studies and the Issue of Change
10. Conclusions

Internationalization of Education Policy
A New Constellation of Statehood in Education?

Edited by Kerstin Martens, University of Bremen, Germany, Philipp Knodel, University of Bremen, Germany, Michael Windzio, University of Bremen, Germany

Internationalization of Education Policy investigates and discusses the phenomenon of internationalization of education policy and its consequences for national policymaking processes. By comparing educational outcomes and actors’ reactions in different countries, it provides detailed insights into a highly contested policy field.

Contents:
1. Outcomes and Actors’ Reactions on Internationalization in Education Policy: A Theoretical Approach
3. Sweeping Change – But Does It Matter? The Bologna Process and Determinants of Student Mobility
4. The Bologna Process: Emergence, Goals and Developments
5. Policy Diffusion, Transfer and Convergence
6. Theoretical Framework
7. Research Design
8. Descriptive Analyses of the Dependent Variables
9. Analysis of Causal and Conditioning Factors
10. Conclusion

Transformations of the State

September 2014 UK
288pp
8 b/w tables, 21 b/w photos
£65.00 / $100.00 / CN$115.00
9781137401687

Canadian Rights
ebooks available
www.palgrave.com/page/detail/?k=9781137401687
The Changing Nature of the Graduate Labour Market

Media, Policy and Political Discourses in the UK

Gerbrand Tholen, Oxford University, UK

The assumptions made in the media regarding graduate skills and occupations are no longer valid within the changing educational context. This book traces seven key trends that shape the graduate labour market and reveals that their effects contradict the conceptualisation of the graduate labour market which dominates media and policy discourses.

Contents: Introduction * 1. The Representation of the Graduate Labour Market: Media and Political Discourses * 2. Seven Trends Shaping the UK Graduate Labour Market * 3. Where has it Gone Wrong?

Higher Education Policy

Editor: Jeroen Huismans, University of Ghent, Belgium

Higher Education Policy is an international journal advancing scholarly understanding of the policy process applied to higher education. The journal published original analyses, both theoretical and practice-based, ranging from case studies of developments in individual institutions to policy making at systems and supra-national levels.

ISSN: 0952-8733 / EISSN: 1740-3863

Of the Graduate Labour Market

Making at systems and supra-national levels. developments in individual institutions to policy practice-based, ranging from case studies of process applied to higher education. The journal advancing scholarly understanding of the policy dominants media and policy discourses.

The Palgrave Handbook of Critical Thinking in Higher Education

Edited by Martin Davies, Teaching and Learning Unit, Faculty of Business and Economics, The University of Melbourne, Australia; Ronald Barnett, UCL Institute of Education, UK

“The Palgrave Handbook of Critical Thinking in Higher Education edited by Martin Davies and Ronald Barnett is a comprehensive and systematic treatment of critical thinking with philosophical approaches balanced by chapters that range from its teaching and incorporation in the curriculum, and the relation of critical thinking to culture, to the cognitive sciences, to the professions and to society. In short, it is an indispensable guide and state-of-the-art compendium of critical thinking in the academy.” - Michael A. Peters, Professor of Education, University of Waikato, New Zealand, and University of Illinois at Urbana-Champaign, USA

The Palgrave Handbook of Critical Thinking in Higher Education provides a single compendium on the nature, function, and applications of critical thinking. This book brings together the work of top researchers on critical thinking worldwide, covering questions of definition, pedagogy, curriculum, assessment, research, policy, and application.


HIGHER EDUCATION
Creative Cross-Disciplinary Entrepreneurship

A Practical Guide for a Campus-Wide Program

Dianne H. B. Welsh, University of North Carolina - Greensboro, USA

Creative Cross-Disciplinary Entrepreneurship responds to educational demands created through dramatic changes in the nature of business, by describing how to develop a cross-disciplinary curriculum in Entrepreneurship that further increases students’ knowledge base in specific areas of interest and the development of an ‘entrepreneurial mindset’.

Contents:
- Table of Contents
- 1. Why Do We Need Cross-Disciplinary Entrepreneurship?

The University of North Carolina Greensboro

December 2014

192pp

Hardback

£66.00 / $105.00 / CN$121.00

9781137360793

ebooks available

www.palgrave.com/page/detail?k=9781137360793

December 2014

Paperback

£22.00 / $35.00 / CN$40.00

978113737013

ebooks available

www.palgrave.com/page/detail?k=978113737013

Critical Perspectives on Service-Learning in Higher Education

Susan J. Deely, University of Glasgow, UK

“Susan Deely was a pioneer and now is an expert in both local and international service-learning. The world needs the values, knowledge, and skills that service-learning teaches now more than ever. Deely tells us how to design, institute, and manage this powerful pedagogy and why it is effective.” - Linda A. Chisholm (Co-founder and former President of The International Partnership for Service-Learning (now retired))

Through innovative analysis of theory and practice, this book offers refreshing critical perspectives on service-learning in higher education. It constructs a theoretical paradigm for service-learning which extends to critical pedagogy, and investigates critical reflection and academic reflective writing, supported throughout by empirical evidence.

Contents:

The Unruly PhD

Doubts, Detours, Departures, and Other Success Stories

Rebecca Peabody, Getty Research Institute, USA

“I can only hope that when a PhD candidate is in the midst of panic, paralyzing fear, boredom, apathy, or even revulsion, the stories in Peabody’s book will come to their mind—in snippets, in remnants, as something they can store away and use. If graduate students could read real-world accounts of not only how to face these trials, but how to face them creatively, this would be a real and empowering thing. Indeed, I would recommend this book to all my graduate students. This is the kind of book one could read at the beginning of the PhD journey as well as at the end.” - Kara Cooney, Associate Professor of Egyptian Art and Architecture, University of California, Los Angeles, USA

“This Unruly PhD fills a hole in the post-academic career literature with its in-depth first-person essays about surviving the ups and downs of graduate school and the life afterwards. Although many students instinctively turn to the web and blogosphere for guidance and community, navigating the sheer number of narratives can be overwhelming. The book will also be tremendously helpful for friends and family of PhDs to get an inkling about the PhD experience.” - Melissa Epstein, Founder, NYC VersatilePhD

This collection features former graduate students who speak frankly about the challenges and decisions they faced along the way to their doctorates. Peabody leaves no doubt that there are as many right ways to get through a PhD, and as many right career tracks on the other side, as there are students willing to forge their own paths.

Contents:

August 2014

200pp

Paperback

£19.00 / $30.00 / CN$34.50

9781137373106

ebooks available

www.palgrave.com/page/detail?k=9781137373106

The Unruly PhD

Doubts, Detours, Departures, and Other Success Stories

Rebecca Peabody, Getty Research Institute, USA

“I can only hope that when a PhD candidate is in the midst of panic, paralyzing fear, boredom, apathy, or even revulsion, the stories in Peabody’s book will come to their mind—in snippets, in remnants, as something they can store away and use. If graduate students could read real-world accounts of not only how to face these trials, but how to face them creatively, this would be a real and empowering thing. Indeed, I would recommend this book to all my graduate students. This is the kind of book one could read at the beginning of the PhD journey as well as at the end.” - Kara Cooney, Associate Professor of Egyptian Art and Architecture, University of California, Los Angeles, USA

“This Unruly PhD fills a hole in the post-academic career literature with its in-depth first-person essays about surviving the ups and downs of graduate school and the life afterwards. Although many students instinctively turn to the web and blogosphere for guidance and community, navigating the sheer number of narratives can be overwhelming. The book will also be tremendously helpful for friends and family of PhDs to get an inkling about the PhD experience.” - Melissa Epstein, Founder, NYC VersatilePhD

This collection features former graduate students who speak frankly about the challenges and decisions they faced along the way to their doctorates. Peabody leaves no doubt that there are as many right ways to get through a PhD, and as many right career tracks on the other side, as there are students willing to forge their own paths.

Contents:

August 2014

200pp

Paperback

£19.00 / $30.00 / CN$34.50

9781137373106

ebooks available

www.palgrave.com/page/detail?k=9781137373106

Creative Cross-Disciplinary Entrepreneurship

A Practical Guide for a Campus-Wide Program

Dianne H. B. Welsh, University of North Carolina - Greensboro, USA

Creative Cross-Disciplinary Entrepreneurship responds to educational demands created through dramatic changes in the nature of business, by describing how to develop a cross-disciplinary curriculum in Entrepreneurship that further increases students’ knowledge base in specific areas of interest and the development of an ‘entrepreneurial mindset’.

Contents:
- Table of Contents
- 1. Why Do We Need Cross-Disciplinary Entrepreneurship?
- 2. How to Build an Entrepreneurial University
- 3. Cross-Disciplinary Curriculum
- 4. Interactive Models and Resources outside the Classroom
- 5. Assurance of Learning and Accreditation Issues
- 6. Case Study: The University of North Carolina Greensboro
- 7. Conclusion

The University of North Carolina Greensboro

December 2014

192pp

Hardback

£66.00 / $105.00 / CN$121.00

9781137360793

ebooks available

www.palgrave.com/page/detail?k=9781137360793

December 2014

Paperback

£22.00 / $35.00 / CN$40.00

978113737013

ebooks available

www.palgrave.com/page/detail?k=978113737013

Critical Perspectives on Service-Learning in Higher Education

Susan J. Deely, University of Glasgow, UK

“Susan Deely was a pioneer and now is an expert in both local and international service-learning. The world needs the values, knowledge, and skills that service-learning teaches now more than ever. Deely tells us how to design, institute, and manage this powerful pedagogy and why it is effective.” - Linda A. Chisholm (Co-founder and former President of The International Partnership for Service-Learning (now retired))

Through innovative analysis of theory and practice, this book offers refreshing critical perspectives on service-learning in higher education. It constructs a theoretical paradigm for service-learning which extends to critical pedagogy, and investigates critical reflection and academic reflective writing, supported throughout by empirical evidence.

Contents:
- 1. Introduction
- 2. Contextualising Service-Learning
- 3. A Theoretical Paradigm for Service-Learning
- 4. Service-Learning as a Critical Pedagogy
- 5. Critical Reflection
- 6. Academic Writing in Service-Learning
- 7. Reflections in and on Assessment
- 8. Conclusion

The Unruly PhD

Doubts, Detours, Departures, and Other Success Stories

Rebecca Peabody, Getty Research Institute, USA

“I can only hope that when a PhD candidate is in the midst of panic, paralyzing fear, boredom, apathy, or even revulsion, the stories in Peabody’s book will come to their mind—in snippets, in remnants, as something they can store away and use. If graduate students could read real-world accounts of not only how to face these trials, but how to face them creatively, this would be a real and empowering thing. Indeed, I would recommend this book to all my graduate students. This is the kind of book one could read at the beginning of the PhD journey as well as at the end.” - Kara Cooney, Associate Professor of Egyptian Art and Architecture, University of California, Los Angeles, USA

“This Unruly PhD fills a hole in the post-academic career literature with its in-depth first-person essays about surviving the ups and downs of graduate school and the life afterwards. Although many students instinctively turn to the web and blogosphere for guidance and community, navigating the sheer number of narratives can be overwhelming. The book will also be tremendously helpful for friends and family of PhDs to get an inkling about the PhD experience.” - Melissa Epstein, Founder, NYC VersatilePhD

This collection features former graduate students who speak frankly about the challenges and decisions they faced along the way to their doctorates. Peabody leaves no doubt that there are as many right ways to get through a PhD, and as many right career tracks on the other side, as there are students willing to forge their own paths.

Contents:

August 2014

200pp

Paperback

£19.00 / $30.00 / CN$34.50

9781137373106

ebooks available

www.palgrave.com/page/detail?k=9781137373106
Rankings and the Reshaping of Higher Education
The Battle for World-Class Excellence
2nd edition

Ellen Hazelkorn, Dublin Institute of Technology, Ireland

"Hazelkorn’s work is a must-read for anyone interested in understanding college rankings and the increasing impact they are having in the U.S. and globally." - USnews.com

"The book makes an important contribution to the understanding of the rankings phenomenon and ultimately stresses that the choice of indicators is crucial and needs to be considered in tandem with their consequences." - LSE Impact Blog

"This book by Hazelkorn marks the legitimisation of rankings as a serious topic of academic research and that this work will provide important documentation which future research will build upon."

- Higher Education

"This is a fine study... Hazelkorn’s principles, methods and major conclusions will stand the test of time." - Journal of Higher Education Policy and Management

University rankings have gained popularity around the world and are now a significant factor shaping reputation. This second edition updates Ellen Hazelkorn’s first comprehensive study of rankings from a global perspective, drawing in new original research and extensive analysis. It is essential reading for policymakers, managers and scholars.


February 2015 UK
February 2015 US
304pp
Paperback
£24.99 / $40.00 / CN$46.00
9781137493613

Now in paperback, this is the first book to critically analyze the future of higher education systems in the four BRIC countries – Brazil, Russia, India and China – and the USA, analyzing academic salaries, contracts and working conditions and how national policy will affect the academic profession in each context.


February 2015 US
224pp
Paperback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137493613

The Global Future of Higher Education and the Academic Profession
The BRICs and the United States

Edited by Philip G. Altbach, Boston College, USA, Gregory Androushchak, Higher School of Economics, Russia, Yaroslav Kuzminov, Higher School of Economics, Russia, Maria Yudkevich, National Research University Higher School of Economics, Russia, Liz Reisberg, Reisberg & Associates, USA

"Policymakers and... those interested in global issues in higher education, including scholars in international and comparative higher education, will find a wealth of interesting facts and comparisons in this volume."

- Higher Education

Now in paperback, this is the first book to critically analyze the future of higher education systems in the four BRIC countries – Brazil, Russia, India and China – and the USA, analyzing academic salaries, contracts and working conditions and how national policy will affect the academic profession in each context.


February 2015 US
224pp
Paperback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137493613

The Humanities “Crisis” and the Future of Literary Studies

Paul Jay, Loyola University Chicago, USA

“What the world needs now is a defense of the humanities that puts the past thirty or forty years of literary criticism and theory front and center. Seriously. All too often, when scholars in the humanities try to explain their work to a skeptical or curious public, they revert to the anodyne language of the liberal arts brochure, as if it would be bad PR to talk about ‘the contingency of value’ – or as if everyone would like us if we simply issued an apology: ‘turns out we were wrong– the sign is not arbitrary after all. Thankfully, Paul Jay is having none of it. The Humanities “Crisis” and the Future of Literary Studies reminds me (and will remind you) how our understanding of the humanities has been enriched by interpretive theories and new social movements – and why their varieties of critical thinking are valuable in and out of the classroom. Any humanist hoping to engage with a skeptical or curious public should read this book." - Michael Bérubé, Director, Institute for the Arts and Humanities, Pennsylvania State University, USA

Demonstrating that the supposed drawbacks of the humanities are in fact their source of practical value, Jay explores current debates about the role of the humanities in higher education, puts them in historical context, and offers humanists and their supporters concrete ways to explain the practical value of a contemporary humanities education.


July 2014 US
224pp
Paperback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137403308

European Higher Education Policy and the Social Dimension
A Comparative Study of the Bologna Process

Yasemin Kooij, University of Kassel, Germany

The Bologna Process has significantly shaped recent higher education policies across Europe but the impact of the social dimension has been neglected. This book provides an overview of the major Bologna reforms and through a cross-country comparative study discusses whether this social aspect can ever successfully be incorporated into policy.


May 2015 UK
May 2015 US
256pp
Hardback
£60.00 / $95.00 / CN$109.00
9781137403308

Now in paperback, this is the first book to critically analyze the future of higher education systems in the four BRIC countries – Brazil, Russia, India and China – and the USA, analyzing academic salaries, contracts and working conditions and how national policy will affect the academic profession in each context.


February 2015 US
224pp
Paperback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137493613

The Humanities “Crisis” and the Future of Literary Studies

Paul Jay, Loyola University Chicago, USA

“What the world needs now is a defense of the humanities that puts the past thirty or forty years of literary criticism and theory front and center. Seriously. All too often, when scholars in the humanities try to explain their work to a skeptical or curious public, they revert to the anodyne language of the liberal arts brochure, as if it would be bad PR to talk about ‘the contingency of value’ – or as if everyone would like us if we simply issued an apology: ‘turns out we were wrong– the sign is not arbitrary after all. Thankfully, Paul Jay is having none of it. The Humanities “Crisis” and the Future of Literary Studies reminds me (and will remind you) how our understanding of the humanities has been enriched by interpretive theories and new social movements – and why their varieties of critical thinking are valuable in and out of the classroom. Any humanist hoping to engage with a skeptical or curious public should read this book.” - Michael Bérubé, Director, Institute for the Arts and Humanities, Pennsylvania State University, USA

Demonstrating that the supposed drawbacks of the humanities are in fact their source of practical value, Jay explores current debates about the role of the humanities in higher education, puts them in historical context, and offers humanists and their supporters concrete ways to explain the practical value of a contemporary humanities education.


July 2014 US
224pp
Paperback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137403308

Click on the product links to buy or learn more.
**The Humanities, Higher Education, and Academic Freedom**

Three Necessary Arguments

Michael Bérubé, Pennsylvania State University, USA, Jennifer Ruth, Portland State University, USA

“Finally, a book that defends the humanities not with violins but rather by linking them to the status of contingent labor in the academy, and what the deplorable state of both means for all of us. The Humanities, Higher Education and Academic Freedom is an important intervention that spotlights the most salient defense of tenure for our times. Bérubé and Ruth center on the forgotten side of academic freedom, namely governance. This is a bracing and necessary book that should be mandatory reading for all department chairs—and everyone else who teaches college.” — Leonard Cassuto, Professor of English, Fordham University, and columnist for the Chronicle of Higher Education

“In this concise, briskly written, and entirely timely new book, Bérubé and Ruth present an accessible and witty critique of the state of knowledge in the academy while substantially rethinking our 100-year-old concept of tenure. The result is a trenchant proposal for rescuing the university from itself, grounding tenure in the necessity for shared governance and building new concepts of job security and community into institutions that badly need them.” — Cary Nelson, former president, American Association of University Professors

The Humanities, Higher Education, and Academic Freedom is a lively, passionate defence of contemporary work in the humanities, and, beyond that, of the university system that makes such work possible. The book’s stark accounts of academic labour, and its proposals for reform of the tenure system, are novel, controversial, timely, and very necessary.

**Contents:** Acknowledgements * Introduction: The Ersatz Crisis and the Real One * 1. Value and Values * 2. Slow Death and Painful Labors * 3. From Professionalism to Patronage * 4. On the Rails * Appendix: Implementing a Teaching-Intensive Tenure Track at Portland State University * Bibliography * Index

**May 2015 UK**

136pp

Hardback

£50.00 / $85.00 / CN$98.00 9781137506108

Paperback

£13.99 / $23.00 / CN$27.00 9781137506115

Canadian Rights: ebooks available

www.palgrave.com/page/detail/?k=9781137506108

www.palgrave.com/page/detail/?k=9781137506115

---

**Nontraditional Students and Community Colleges**

The Conflict of Justice and Neoliberalism

John S. Levin, University of California, Riverside, USA

"Levin makes a meaningful contribution to the literature regarding nontraditional students and community colleges in particular and illuminates how neoliberalism is threatening education in general. This book deserves an audience in higher education, student affairs, and other curricula where professionals are learning about the needs of nontraditional students, history and philosophy of community colleges, or how contemporary political issues influence the fundamental purposes of education." — Tracy L. Davis, Canadian Journal of Higher Education

Focusing on non-traditional students in higher education institutions, this paperback with new preface from renowned scholar John Levin examines the extent to which community college students receive justice both within their institution and as an outcome of their education.


**August 2014 US**

286pp

Paperback

£21.00 / $34.00 / CN$39.00 9781137445322

Canadian Rights

www.palgrave.com/page/detail/?k=9781137445322

---

**Opportunities and Challenges at Historically Black Colleges and Universities**

Edited by Marybeth Gasman, University of Pennsylvania, USA, Felecia Commodore, University of Pennsylvania, USA

"This is a very thoughtful and informative collection of essays that tackles familiar issues and uncommon topics. It explores the multi-faceted diversity of Black college campuses and adds value to the rapidly expanding scholarship on an important sector of higher education." — Alvin J. Schexnider, former chancellor of Winston-Salem State University, USA, and author of Saving Black Colleges (2013)

In this edited collection, the authors grapple with both the strengths and challenges that HBCUs face as the nation’s demographics change, from their place in American society and growing diversity on HBCU campuses to class and elitism issues to study abroad and honors programs.

**November 2014 US**

316pp

Hardback

£60.00 / $100.00 / CN$115.00 9781137480408

Canadian Rights: ebooks available

www.palgrave.com/page/detail/?k=9781137480408

---

**International Students and Crime**

Helen Forbes-Mewett, Monash University, Australia, Jude McCulloch, Monash University, Australia, Chris Nyland, Monash University, Australia

International students and crime is an issue that impacts on lucrative international student markets, international relations, host countries’ reputations, and the security of the broader population. This book presents vital new analyses on international students as victims and perpetrators of crime in Australia, the US and the UK.


**April 2015 US**

304pp

Hardback

£65.00 / $100.00 / CN$115.00 9781137034960

Canadian Rights: ebooks available

www.palgrave.com/page/detail/?k=9781137034960

---

Professional Learning in Higher Education and Communities
Towards a New Vision for Action Research

Ortrun Zuber-Skerritt, Griffith University, Australia, Margaret Fletcher, Griffith University, Australia, Judith Kearney, Griffith University, Australia

"It is rare to find such an exceptional contribution to knowledge and change as this new book by leading world scholars on action research and professional learning." - Professor Jonathan Jansen, Vice-Chancellor, University of the Free State, South Africa

"This thought-provoking book provides a treasure trove even for experienced readers in the field." - Emeritus Professor Stephan Laske, University of Innsbruck, Austria

By integrating neuroscience and social science, this book introduces a bold new vision of Participatory Action Learning and Action Research (PALAR). The authors explain and enhance the art of action research through PALAR as a philosophy, methodology and theory of learning and as a facilitation process for professional learning and social justice.

Contents:
PART I: PROFESSIONAL LEARNING THROUGH CRITICAL REFLECTION
PART II: CASE STUDIES IN HIGHER EDUCATION AND COMMUNITIES
PART III: IMPLICATIONS AND CONCLUSIONS

Feminist Community Engagement
Achieving Praxis

Edited by Susan Van Deventer Iverson, Kent State University, USA, Jennifer Hauver James, University of Georgia, USA

"This innovative collection offers lessons from feminist praxis to demonstrate the collective power of critical community engagement for social justice. Challenging conservative approaches to service learning, the authors share their experiences in promoting social change through activist citizenship, feminist philanthropy, and collaborative action research. The editors deftly weave together a visionary text that should be read by feminist activists and scholars alike." - Nancy A. Naples, Board of Trustees Distinguished Professor of Sociology and Women’s, Gender, and Sexuality Studies, University of Connecticut, USA

Contributors to this volume demonstrate how a feminist approach is strategically necessary for the community engagement movement in higher education to achieve its goals and illustrate the transformative potential of merging feminist theory with social action.

Community Engagement in Higher Education

December 2014 UK
232pp
Hardback
£62.50 / $100.00 / C$115.00
www.palgrave.com/page/detail/?k=9781137441096

September 2015 US
256pp
Hardback
$85.00 / C$110.00
www.palgrave.com/page/detail/?k=9781137441102

Service-Learning at the American Community College
Theoretical and Empirical Perspectives

Edited by Anne H. Fabricius, Roskilde University, Denmark, Bent Preisler, Roskilde University, Denmark

Transcultural Interaction and Linguistic Diversity in Higher Education
The Student Experience

Edited by Anne H. Fabricius, Roskilde University, Denmark, Bent Preisler, Roskilde University, Denmark

Transcultural Interaction and Linguistic Diversity in Higher Education presents research that seeks to understand students’ experiences of transnational mobility and transcultural interaction in the context of educational settings confronted with linguistic diversity.

Contents:

Contents:
PART I: SERVICE-LEARNING AND COMMUNITY COLLEGES
PART II: SERVICE-LEARNING IN DIVERSE COMMUNITY COLLEGE CONTEXTS
PART III: SERVICE-LEARNING AND STUDENT SUCCESS IN COMMUNITY COLLEGES
PART IV: SERVICE-LEARNING AS COMMUNITY AND COMMUNITY COLLEGE NEXUS

Community Engagement in Higher Education

October 2014 UK
352pp
Hardback
£81.50 / $130.00 / C$150.00
9781137361707

October 2014 US
352pp
Hardback
$120.00 / C$150.00
www.palgrave.com/page/detail/?k=9781137361707

Click on the product links to buy or learn more.
**Sustainable Development and Quality Assurance in Higher Education**

**Transformation of Learning and Society**

Edited by Zinaida Fadeeva, United Nations University, Japan, Laima Galkute, Vilnius University, Lithuania, Clemens Mader, University of Lleida, Spain, and Geoff Scott, University of Western Sydney, Australia

“A unique contribution to the UN Decade of Education for Sustainable Development” - K. Kazuhiko Takemoto, Director, United Nations University Institute for the Advanced Studies of Sustainability (UNU-IAS), Japan

To help address the challenges of sustainable development, higher education institutions must transform themselves, bringing together best practice in quality management for tertiary education with best practice in education for sustainable development. This book provides tested strategies and pathways for undertaking this successfully.

Palgrave Studies in Global Higher Education

<table>
<thead>
<tr>
<th>October 2014 UK</th>
<th>October 2014 US</th>
</tr>
</thead>
<tbody>
<tr>
<td>320pp</td>
<td>21 figures, 13 b/w line drawings, 13 b/w tables</td>
</tr>
<tr>
<td>Hardcover</td>
<td>ebooks available</td>
</tr>
<tr>
<td>Canadian Rights</td>
<td></td>
</tr>
</tbody>
</table>

**Philanthropy and American Higher Education**

John R. Thelin, *University of Kentucky, USA, Richard W. Trollinger, Centre College, USA*

“Thelin and Trollinger are among the very few historical scholars with the experience and expertise to construct a history of philanthropy and the capacity to analyze the role of philanthropy in the evolution of American higher education. We need to understand how philanthropists and philanthropy have influenced the development of our colleges and universities in order to develop a more critical and thoughtful attitude toward the role of giving in setting higher education policy.” - Stanley N. Katz, recipient of the National Humanities Medal; Lecturer with rank of Professor in Public and International Affairs at Princeton University, USA, and Director, Princeton University Center for Arts and Cultural Policy Studies, The Woodrow Wilson School, Princeton University

Philanthropy and American Higher Education provides higher education professionals, leaders and scholars with a thoughtful, comprehensive introduction to the scope and development of philanthropy and fund raising as part of the essential life and work of colleges and universities in the United States.


Philanthropy and Education

<table>
<thead>
<tr>
<th>August 2014 UK</th>
<th>August 2014 US</th>
</tr>
</thead>
<tbody>
<tr>
<td>252pp</td>
<td>1 figure, 13 b/w line drawings, 13 b/w tables</td>
</tr>
<tr>
<td>Hardcover</td>
<td>ebooks available</td>
</tr>
<tr>
<td>Canadian Rights</td>
<td></td>
</tr>
</tbody>
</table>

**Institutional Advancement**

**What We Know**

Eve Proper, **LIM College, USA, Timothy C. Caboni, Peabody College, Vanderbilt University, USA**

“Institutional Advancement is a compendium that should be found on every researcher’s desk in the field. Proper and Caboni have cataloged the published and unpublished scholarship in the past two decades in a volume that those both new and well versed in the research will use as a reference moving forward.” - Noah D. Drezner, Associate Professor, Columbia University, USA

Institutional Advancement comprehensively reviews and evaluates the published empirical research on advancement in higher education of the last 23 years, covering fundraising, alumni relations, public relations, marketing, and the role of institutional leadership in all of these.


Palgrave and Education

<table>
<thead>
<tr>
<th>December 2014 UK</th>
<th>December 2014 US</th>
</tr>
</thead>
<tbody>
<tr>
<td>280pp</td>
<td>9 figures, 13 b/w line drawings, 13 b/w tables</td>
</tr>
<tr>
<td>Hardcover</td>
<td>ebooks available</td>
</tr>
<tr>
<td>Canadian Rights</td>
<td></td>
</tr>
</tbody>
</table>

**Higher Education, Leadership and Women Vice Chancellors**

**Fitting in to Communities of Practice of Masculinities**

Paula Burkinas, **University of Leeds, UK**

Higher Education, Leadership and Women Vice Chancellors explores the contemporary conversation around the ‘missing women at the top’ across UK society through in-depth interviews with the (hitherto) silent voices of women vice chancellors.


Palgrave Studies in Gender and Education

<table>
<thead>
<tr>
<th>May 2015 UK</th>
<th>May 2015 US</th>
</tr>
</thead>
<tbody>
<tr>
<td>192pp</td>
<td>1 figure, 13 b/w line drawings, 13 b/w tables</td>
</tr>
<tr>
<td>Hardcover</td>
<td>ebooks available</td>
</tr>
<tr>
<td>Canadian Rights</td>
<td></td>
</tr>
</tbody>
</table>

Click on the product links to buy or learn more.
Contingent Faculty Publishing in Community
Case Studies for Successful Collaborations

Edited by Letizia Guglielmo, Kennesaw State University, USA, Lynée Lewis Gailet, Georgia State University, USA

Contributors argue that the key to innovative teaching and scholarship lies in institutional support for the contingent labor force, and they encourage contingent faculty to organize self-mentoring groups, create venues for learning/disseminating their experiences and findings, and connect scholarship to service and teaching in novel ways.


Disability Services and Disability Studies in Higher Education
History, Contexts, and Social Impacts

Christy M. Oslund, Michigan Technological University, USA

Christy Oslund explores how the divide between disability studies and disability services, which exist on college and university campuses everywhere, impacts students with disability on campus.


The Entrepreneurialism Movement and the University

Creso M. Sá, University of Toronto, Canada, Andrew J. Kretz, University of Toronto, Canada

Sá, Kretz, and Sigurdson provide an interdisciplinary, critical analysis of the ‘entrepreneurialism movement’ of the past few decades in US and Canadian higher education, examining its effects and outcomes in policy, the marketplace, and the university.


English Studies: The State of the Discipline, Past, Present, and Future

Edited by Niall Gildea, Queen Mary, University of London, UK, Helena Goodwyn, Queen Mary, University of London, UK, Megan Kitching, Queen Mary, University of London, UK, Helen Tyson, Queen Mary, University of London, UK

An accessible and wide-ranging consideration of concerns facing English Studies in its surrounding context of the university and society. The contributors to this volume seek to trace, in the face of current challenges, historical and contemporary debates surrounding English Studies.


www.palgrave.com/page/detail/?k=9781137478047

www.palgrave.com/page/detail/?k=9781137402653

November 2014 UK
Hardback
£45.00 / $67.50 / CN$78.00
9781137402653
9781137491619

www.palgrave.com/page/detail/?k=9781137491619

November 2014 UK
148pp
£45.00 / $67.50 / CN$78.00
9781137491619

www.palgrave.com/page/detail/?k=9781137491619

November 2014 US
142pp
ebooks available
www.palgrave.com/page/detail/?k=9781137478047

www.palgrave.com/page/detail/?k=9781137402653

November 2014 US
144pp
£45.00 / $67.50 / CN$78.00
9781137402653
9781137478047
American Higher Education, Leadership, and Policy
Critical Issues and the Public Good

Penny A. Pasque, Associate Professor of Adult and Higher Education in the Department of Educational Leadership and Policy Studies, Women’s and Gender Studies, and the Center for Social Justice at the University of Oklahoma, USA

‘This provocative book raises new questions about the identities that are most salient in determining the direction of public policy discourses.’ - The Review of Higher Education

In this critical look at contemporary higher education, Pasque argues that if a more thorough understanding of leaders’ perspectives is not offered, then the dominant perspectives within academic discourse will continue to perpetuate the current ideas of higher education’s relationship with society.


November 2014 UK 240pp Paperback Canadian Rights

www.palgrave.com/page/detail/?k=9781137454454

The Gamification of Higher Education
Developing a Game-Based Business Strategy in a Disrupted Marketplace

Neil B. Niman, University of New Hampshire, USA

“Blending business strategy and game design principles, Niman offers a fresh perspective that looks at how traditional universities must change in order to remain competitive in a rapidly changing environment. Rather than abandoning the residential college experience, he uses gamification to map out a strategy that will enable brick and mortar institutions to compete against the growing wave of online offerings.” - Mark W. Hudleston, President, University of New Hampshire, USA

Instead of thinking about education as the mastery of a body of knowledge where the subject matter becomes the focus of our attention, The Gamification of Higher Education encourages us to think of it as a process that draws out the best in individuals and prepares them for happy, productive, and successful lives.


July 2014 UK 240pp Hardback Canadian Rights

www.palgrave.com/page/detail/?k=9781137338730

How to Build a Life in the Humanities
Meditations on the Academic Work-Life Balance

Edited by Greg Colón Semenza, University of Connecticut, USA, Garrett A. Sullivan, Jr, Penn State University, USA, Anthony Grafton, Princeton University, USA

“This collection of tart, lively essays puts the ‘humanity’ back into the humanities, and contributes to a robust ongoing conversation on life and lifestyle within the academy. How to Build a Life in the Humanities is an imaginative and valuable book.” - Leonard Cassuto, Chronicle of Higher Education columnist and Professor of English, Fordham University, USA

A follow-up to the popular Graduate Study for the 21st Century, this book seeks to expand professional development to include the personal aspects of daily lives in the humanities. How to Build a Life in the Humanities delves into pressing work-life issues such as post-tenure depression, academic life with children, aging, and adjoining

Contents: PART I: PROFESSIONAL LIFE * PART II: PERSONAL LIFE * PART III: DIVERSE LIVES * PART IV: LIFE OFF THE TENURE TRACK

April 2015 UK 272pp Hardback £55.00 / $90.00 / CN$104.00 9781137511522

Paperback £17.99 / $30.00 / CN$34.50 9781137428882

Canadian Rights

ebooks available

www.palgrave.com/page/detail/?k=9781137428882

New Managerialism in Education
Commercialization, Carelessness and Gender

Kathleen Lynch, University College Dublin, Ireland, Bernie Grumnell, National University of Ireland,Republic of Ireland, Dympna Devine, University College Dublin, Republic of Ireland

“The claims of the [New Managerialism] book are based on detailed in-depth interviews with women and men leaders of educational institutions at multiple levels - elementary and secondary schools, higher education, government departments of education, and similar sites. The data are rich and the analyses are subtle.” - Michael Apple, Educational Policy

New Managerialism in Education, now in paperback, examines the impact of neo-liberal reform on the traditional caring ethos of public services such as education, exploring how these reforms influence the appointment and experiences of senior management across the education sector.


January 2015 UK 210pp Hardback £24.99 / $45.00 / CN$50.00 9781137489944

Paperback ebooks available

www.palgrave.com/page/detail/?k=9781137489944

Click on the product links to buy or learn more.
LEADERSHIP, MANAGEMENT...

Quandaries of the Small-District Superintendency
Edited by Gary Ivory, New Mexico State University, USA, Adrienne Hyle, College of Education and Health Professions, The University of Texas at Arlington, USA, Rhonda McClellan, University of Central Arkansas, USA, Michele Acker-Hocevar, Washington State University, USA

"Today's superintendent has one of the hardest jobs in America. You're on an island all by yourself at times. At the same time, public education is under more scrutiny than ever before. What Quandaries of the Small-District Superintendency does is provide real-life scenarios and a multitude of perspectives to help new and aspiring superintendents grow and thrive on the job and ultimately become educational thought leaders." - Daniel A. Domenech, Executive Director, AASA, The School Superintendents Association

Focused on the particular needs of superintendents of districts of fewer than ten thousand students, the chapters teach students critical frameworks for thinking through and addressing the problems and practices superintendents encounter daily, allowing them to form a detailed and practical understanding of administration and leadership.


January 2015 UK
220pp Hardcover £60.00 / $95.00 / CN$110.00 9781137370143

Canadian Rights
www.palgrave.com/page/detail/?k=9781137370143

Rethinking Business Schools
Julian C. Sulej, Independent Consultant, UK

How do we create the business school and managers of the future? Rethinking Business Schools draws upon extensive case study evidence from both Russell Group and Non-Russell Group University Business Schools in the UK to arrive at these questions from a European perspective and stimulate a wider debate.


May 2015 UK
240pp Hardcover £75.00 / $115.00 / CN$133.00 9781137404459

Canadian Rights
www.palgrave.com/page/detail/?k=9781137404459
Deleuze and Lifelong Learning
Creativity, Events and Ethics

Christian Brighton, Canterbury Christ Church University, UK

Deleuze and Lifelong Learning examines Gilles Deleuze’s ideas about creativity in the context of lifelong learning, offering an original take on this important contemporary topic using cinematic parallels. Discussing Deleuze’s difficult notion of ‘counter-actualization’ as a form of creative practice, it draws practical consequences for those across a diverse sector.


March 2015 UK
224pp
Hardback
£65.00 / $95.00 / CN$110.00
9781137480798
www.palgrave.com/page/detail/?k=9781137480798

Education and Emancipation in the Neoliberal Era
Being, Teaching, and Power

Noah De Lissovoy, College of Education, University of Texas at Austin, USA

“This is philosophy with a purpose: illuminating, critical, and relevant. This fascinating book is about the damage that austerity has done to education and the ways in which we might struggle to make education about something different. Working across the ideas of violation and emancipation in relation to contemporary neoliberalism, De Lissovoy builds a potent argument for humanity, dignity and decoloniality in pedagogical praxis. Very much of and for our times, this book is about what is intolerable and what is possible—and we should take notice.” - Stephen J. Ball, Karl Mannheim Professor of Sociology of Education, University of London, UK

This book describes how neoliberalism as societal philosophy works to limit human potential in our school systems. Analyzing contemporary school reform and control, punishment, and pathologization in schools, this book outlines a theory of emancipation and a process by which pedagogy can build solidarity in classrooms and society more broadly.


November 2014 US
224pp
Hardback
£60.00 / $100.00 / CN$115.00
9781137381934
www.palgrave.com/page/detail/?k=9781137381934

Dewey’s Social Philosophy
Democracy as Education

John R. Shook, University of Buffalo, USA

“This is a profound meditation on the most intimate connections between democracy and education. Taking his cue from John Dewey’s masterwork Democracy and Education, Shook encourages his readers to consider how a vital educational agenda can foster reconstruction of the norms of justice, moral behavior, and religious belief in a time of debilitating economic and racial divisions.” - Larry A. Hickman, Center for Dewey Studies, Southern Illinois University, USA

Dewey is known for education theories to promote democracy, but what is democracy for? His philosophy advanced democracy as education itself, reaching higher levels of social intelligence. Praising community or promoting rights doesn’t get to the heart of Dewey’s vision, which seeks everyone’s good in a social life that is intelligently lived.


October 2014 US
198pp
Hardback
£57.50 / $90.00 / CN$104.00
9781137467348
www.palgrave.com/page/detail/?k=9781137467348

Human Rights Education
Beyond Universalism and Relativism
A Relational Hermeneutic for Global Justice

Fuad Al-Daraweesh, The University of Toledo, USA, Dale T. Snaauwaert, The University of Toledo, USA

“Al-Daraweesh and Snaauwaert offer analysis and insights that broaden the conceptual terrain of human rights education, providing important theoretical tools for educators working amidst larger debates about universalism and cultural relativism. With this book, the authors have made a significant contribution to the field of human rights education.” - Monisha Bajaj, Associate Professor of International and Multicultural Education, and Faculty Director, MA in Human Rights Education, University of San Francisco, USA

Through the preservation of the social, political, and cultural autonomy of peoples within diverse cultural contexts, Al-Daraweesh and Snaauwaert propose a relational epistemology for human rights education.


February 2015 US
248pp
Hardback
£60.00 / $100.00 / CN$115.00
9781137471079
www.palgrave.com/page/detail/?k=9781137471079
Philosophy and Modern Liberal Arts Education
Freedom is to Learn

Nigel Tubbs, University of Winchester, UK

Philosophy and Modern Liberal Arts Education argues for a modern version of liberal arts education, exploring first principles within the divine comedy of educational logic. By reforming the three metaphysics of metaphysics, nature and ethics upon which liberal arts education is based, Tubbs offers a profound transatlantic philosophical and educational challenge to the subject.

Contents:

February 2015 UK
224pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137358912
€60.00 / $100.00 / CN$110.00
ebooks available
9781137398017

Five Paradigms for Education
Foundational Views and Key Issues

Ted Newell, Crandall University, Canada

"Beginning with the proposition that educating is spiritual or religious work via Whitehead, Newell insightfully and analytically compares five major paradigms of education with fruitful results. The five paradigms are traditional, Plato’s, Locke’s, Rousseau’s, and Jesus’ and Newell deepens our understanding and practice by exploring the facets of each paradigm. Parennial educational questions are well identified and here is choice reading for all those engaged in education of any form that includes scholar, teacher and student alike." - Robert Pazmiño, Valeria Stone Professor of Christian Education, Andover Newton Theological School, USA

Newell compares the fundamental assumptions of five major worldviews of education and their implications for classroom practice, incorporating history and case studies and posing questions about the limits and benefits of employing each today.

Contents:

Five Paradigms for Education
Foundational Views and Key Issues

Ted Newell, Crandall University, Canada

"Beginning with the proposition that educating is spiritual or religious work via Whitehead, Newell insightfully and analytically compares five major paradigms of education with fruitful results. The five paradigms are traditional, Plato’s, Locke’s, Rousseau’s, and Jesus’ and Newell deepens our understanding and practice by exploring the facets of each paradigm. Parennial educational questions are well identified and here is choice reading for all those engaged in education of any form that includes scholar, teacher and student alike." - Robert Pazmiño, Valeria Stone Professor of Christian Education, Andover Newton Theological School, USA

Newell compares the fundamental assumptions of five major worldviews of education and their implications for classroom practice, incorporating history and case studies and posing questions about the limits and benefits of employing each today.

Contents:

February 2015 US
224pp
Hardback
Canadian Rights
www.palgrave.com/page/detail/?k=9781137358912
£60.00 / $100.00 / CN$110.00
ebooks available
9781137398017

Knowing and Learning as Creative Action
A Reexamination of the Epistemological Foundations of Education

Aaron Stoller, North Carolina State University, USA

"In this insightful and well written work, Stoller recreates the idea of Bildung in terms of knowing and learning as creative action. Identifying similarities in Hans-Georg Gadamer and John Dewey, Stoller’s vision cuts through to essentials. The result is an original approach to teaching, learning, and knowing which presents an exceptional corrective to the increasing demands for educational conformity in the twenty-first century." - Jim Garrison, Professor of Philosophy of Education, Virginia Polytechnic Institute and State University, USA

Stoller challenges the long-held view that knowing is a causal and linear act, arguing instead that the process of knowing is interdependent, transactional, and grounded in creative action.

Contents:

Philosophy and Childhood
Critical Perspectives and Affirmative Practices

Walter Omar Kohan, State University of Rio de Janeiro, Brazil

Kohan offers a transformative, revolutionary, and more radical alternative theory and practice of philosophy for children. He critiques the current state of philosophy for children and demonstrates alternative ways of thinking and practicing philosophy in childhood education.

Contents:

Philosophy and Childhood
Critical Perspectives and Affirmative Practices

Walter Omar Kohan, State University of Rio de Janeiro, Brazil

Kohan offers a transformative, revolutionary, and more radical alternative theory and practice of philosophy for children. He critiques the current state of philosophy for children and demonstrates alternative ways of thinking and practicing philosophy in childhood education.

Contents:

Philosophy and Childhood
Critical Perspectives and Affirmative Practices

Walter Omar Kohan, State University of Rio de Janeiro, Brazil

Kohan offers a transformative, revolutionary, and more radical alternative theory and practice of philosophy for children. He critiques the current state of philosophy for children and demonstrates alternative ways of thinking and practicing philosophy in childhood education.

Contents:

Philosophy and Childhood
Critical Perspectives and Affirmative Practices

Walter Omar Kohan, State University of Rio de Janeiro, Brazil

Kohan offers a transformative, revolutionary, and more radical alternative theory and practice of philosophy for children. He critiques the current state of philosophy for children and demonstrates alternative ways of thinking and practicing philosophy in childhood education.

Contents:

Philosophy and Childhood
Critical Perspectives and Affirmative Practices

Walter Omar Kohan, State University of Rio de Janeiro, Brazil

Kohan offers a transformative, revolutionary, and more radical alternative theory and practice of philosophy for children. He critiques the current state of philosophy for children and demonstrates alternative ways of thinking and practicing philosophy in childhood education.

Contents:
Systems Theory for Pragmatic Schooling

Toward Principles of Democratic Education

Craig A. Cunningham, National Louis University, Chicago, USA

"With remarkable insight, Cunningham realizes that John Dewey’s pluralistic, situational, holistic, emergent, transactional perspectivalism— influenced as it is by Darwinian naturalism and biological functionalism that rejects the organism versus environment dualism—is an excellent place to start for those wishing to integrate complex systems theory into the field of education. We will not have real school reform until the reformers reform their thinking. Cunningham’s book is a great place to start." - Jim Garrison, Professor of Philosophy of Education, Virginia Polytechnic Institute and State University, USA

Writing for educators and education leaders, Cunningham shows that combining a philosophy of pragmatism with thinking about education as systems can illuminate challenges in contemporary schooling and provide practical solutions for creating a democratic education.


The Cultural and Social Foundations of Education


The Grants Register 2015

The Complete Guide to Postgraduate Funding Worldwide

33rd edition

Edited by Palgrave Macmillan Ltd

The most comprehensive guide on postgraduate grants and professional funding globally. For thirty-three years it has been the leading source for up-to-date information on the availability of, and eligibility for, postgraduate and professional awards. Each entry is verified by its awarding body and all information is updated annually.


Why the Social Sciences Matter

Edited by Jonathan Michie, University of Oxford, UK, Cary Cooper, Lancaster University, UK

"This book powerfully demonstrates that if some of the planet’s most urgent problems are to be solved, then the social sciences are not just necessary but are in fact indispensable. Humanity today needs high-quality social science more than ever - this book brilliantly shows why and how this is so." - David Inglis, University of Exeter, UK

"Eminent social scientist Professor Cary Cooper has drawn together a distinguished group of world experts who document the enormous contributions that the social sciences can offer us all for a healthy, sustainable and peaceful future." - Julian Barling, Queen’s School of Business, Canada

Published with the support of the Academy for Social Sciences, this volume provides an illuminating look at topics of concern to everyone at the beginning of the twenty-first century. Leading social scientists tackle complex questions such as immigration, unemployment, climate change, war, banks in trouble, and an ageing population.


Click on the product links to buy or learn more.
Palgrave Macmillan now offers authors and their funders the option to publish open access research across all publication formats. Palgrave Macmillan journal articles, monographs and Palgrave Pivot publications can now be made open access immediately upon publication via Palgrave Open.

Open access ensures the free, unrestricted and rapid communication of the results of scholarly research online.

Palgrave Open publishes all open access content under the terms of the Creative Commons Attribution (CC BY) to support maximum dissemination and use.

Benefits for authors:

• **Compliance** with a range of international open access policies
• A professional and **rigorous peer-review** process
• **Wide dissemination**: open access publishing means that titles are available online, immediately and without restriction

---

**Open Access Funding Support Service**

For information about research funders and institutions that provide funding for open access, visit our sister company Nature Publishing Group’s funding information page:

nature.com/authors/open_access/funding.html

*Palgrave Macmillan and Nature Publishing Group* offers an APC support service to make it easier for our authors to discover and apply for open access funding.

Email openaccess@nature.com for advice on what funding is available to you and help in approaching funders and institutions.
INTRODUCING THE FIRST MULTIDISCIPLINARY AND INTERDISCIPLINARY OPEN ACCESS JOURNAL FROM PALGRAVE MACMILLAN

Palgrave Communications is a high-quality peer-reviewed open access journal for research in all areas of the humanities, the social sciences (HSS) and business.

SUBMIT YOUR RESEARCH AND BENEFIT FROM:
- Quality and reputation
- High standards of peer review
- High visibility
- Impact
- Speed
- Article level metrics

VISIT THE WEBSITE TO VIEW ALL PUBLISHED ARTICLES
SIGN UP FOR E-ALERTS
www.palgrave-journals.com/palcomms
SALES, RIGHTS AND ORDERING

UK & EUROPE

UNITED KINGDOM
Luke Payne
Tel: +44 (0) 207 418 5923
Email: luke.payne@palgrave.com

UK DIRECT ORDERS
Tel: +44 (0) 207 418 5802
Email: orders@palgrave.com

UK LECTURER ORDERS
Tel: +44(0)1256 302794
Fax: +44(0)1256 330688
Email: lecturerservices@palgrave.com

UK TRADE ORDERS
Tel: +44(0)0256 302692
Fax: +44(0)1256 812558
Email: orders@macmillan.co.uk

UK PRESS ENQUIRIES
Email: reviews@palgrave.com

EUROPE (EXCEPT AREAS LISTED)
Luke Payne
Tel: +44 (0) 207 418 5923
Email: luke.payne@palgrave.com

CENTRAL & EASTERN EUROPE
Jacek Lewinson
Tel./fax: +48 22 6283956
Mobile: +48 (0)502603290
Email: jacek@jaceklewinson.com

GREECE & CYPRUS
Zitsa Seraphimidhi
Tel: +210 5245 798
Fax: +210 9816816
Mobile: + 0030 6944 441184
Email: zitsaser@otenet.gr

AUSTRIA, GERMANY, SWITZERLAND, ITALY & FRANCE
David Pickering
Mare-Nostrum
Tel: +39 348 3183884
UK Mobile: +44 798 6559391

DENMARK, NETHERLANDS, BELGIUM & LUXEMBOURG
Alan Moon
Mobile: +44 (0)7734 739 941
Email: a.moon@Palgrave.com

SPAIN
Trinidad Lopez
Tel/Fax: +34 91 3528349
Email: trini@arrakis.es

NORWAY, SWEDEN, FINLAND & ICELAND
Luke Payne
Tel: +44 (0) 207 418 5923
Email: luke.payne@palgrave.com

LATIN AMERICA & CARIBBEAN

Palgrave Macmillan Limited
Tel: +44 (0) 207 418 5886
Email: Judith.Taboy@palgrave.com

COLOMBIA
GRUPO K-T-DRA Ltda
Tel: +570 895/2187629
Fax: +2187629
Email: aramirez@k-t-dra.com

NORTH AMERICA

U. & CANADA
Palgrave Macmillan Limited
Tel: +44 (0) 207 418 5886
Email: Judith.Taboy@palgrave.com

Address for orders in the U. & Canada
Attn.: Palgrave Orders
MPS
16365 James Madison Highway (US Route 15)
Gordonsville, VA 22942
Email: customerservice@myps virginia.com

To place an order by phone: 888-330-8477
To place an order by fax: 800-672-2054
MPS accepts orders on PUBNET.
PUBNET.SAN number 6315011.

AUSTRALIA & NEW ZEALAND

Palgrave Macmillan
Tel: +61(0)3 9825 1111
Fax: +61(0)3 9825 1010
Email: palgrave@macmillan.com.au
Web: www.palgravemacmillan.com.au

AFRICA

SOUTHERN AFRICA
Including Botswana, Lesotho, Swaziland, Zimbabwe and Namibia
Cory Voigt
Tel: +27 11 731 3300
Fax: +27 11 731 3569
Email: palgrave@macmillan.co.za

ALL AREAS NOT LISTED
Palgrave Macmillan Limited
Tel: +44 (0) 207 418 5886
Email: Judith.Taboy@palgrave.com

ASIA

HONG KONG, PHILIPPINES, THAILAND, VIETNAM & INDONESIA
Macmillan Education Asia
Tel: +652 2811 7176
Fax: + 652 2811 0743
Email: macasia@macmillan.com.hk

KOREA
Macmillan Korea Publishers Limited
Tel: +82 2 723 8422
Fax: +82 2 723 8424
Email: Korea.info@macmillan.com

TAIWAN
Macmillan Taiwan Limited
Tel: +886 2 2388 3208
Fax: +886 2 2375 5882
Email: taipei@macmillan.com

SINGAPORE
Pansing Distribution Pte Ltd
Tel +65 6319 9939
Fax +65 6459 4930
Email: infobooks@pansing.com

MALAYSIA
UBSD DISTRIBUTION SDN. BHD.
Tel. +603 80763042
Fax: +603 80763142
Email: enquiry@ubsd-dist.com

CHINA
Macmillan Ltd
Tel: +86 (10) 8881 1358
Email: china@macmillan.com

JAPAN
Palgrave Macmillan Limited
Tel: +44 (0) 207 418 5886
Email: Judith.Taboy@palgrave.com

INDIA
Jagat Bahadur
Manager-Customer Services
Palgrave Macmillan (a division of MPIL)
2nd Floor, 2/10 Ansari Road, Daryaganj,
New Delhi 110002
P: 0091 11 2325 4020
E: jagat.bahadur@macmillan.co.in
M: 0091 8828 95838

PAKISTAN
M. Anwer Iqbal
Book Bird, 36-B, Abdalian
Tel: +92 42 35956200
Mobile: +92 313 8464747
Email: anwer.bookbird@gmail.com

MIDDLE EAST

ALL AREAS NOT LISTED
Palgrave Macmillan Limited
Tel: +44 (0) 207 418 5886
Email: Judith.Taboy@palgrave.com

Click on the regional link to view more product information or to buy.