es from which she draws her reflections. Mol writes about her own cooking, eating, pregnancy, digestion, and eventual physical decay. This radical orientation towards the body addresses aspects that have been silenced in humanist discourses before. Mol's interest in the metabolic level upturns the long-established hierarchy of the senses, as she starts her thinking from the most fundamental processes of life: eating, digesting, and excreting. Since these are essential to human life, but at the same time are not exclusively human properties, Mol creates an inclusivity that answers the calls of feminist theory and post-humanist literature. However, her discussion of metabolism might not be too fine-grained for those who engage more intensely with the term. Instead it functions as an incentive to deeper engagement with it through other literature.

While the book thoroughly develops the link between empiricism and theory, the connection from theory back to practical application, on the other hand, is left to us, as Mol's interventions do not lead to specific solutions. However, she explicitly invites the reader from the beginning of the book to understand her text as a toolkit, to be used selectively, and that spinning it further is what the author wishes for. In this respect, the book lives up to its promise of being a provocative stylistic stimulus – rather a scratch on the surface than an in-depth elaboration. In this way, Mol avoids a philosophical claim to uniqueness; nor does she force a paradigm shift. Instead, she presents a solution-oriented approach to theory, to serve as a descriptive tool to understand the world and consequently to act differently in it. Precisely because of this pragmatic approach, the book is a chance also for non-philosophers to productively engage with philosophical thought. By taking eating as the lens through which she looks at philosophy, Mol reveals its blind spots while also opening a door to its possibilities and strengths. The book thus helps to make philosophical thought accessibly usable in the social sciences and beyond.

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Susan D. Blum (ed.): *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*
Morgantown, WV, 2020: West Virginia University Press, 274 pp.

'The saddest and most ironic practice in schools is how hard we try to measure our students and how rarely we ask them' (p. 29). This quote emphasises what this book is about: bringing learning back to the students and involving them in the classroom. The book starts by elaborating what grades are for. It explains how grades are a measurement developed to evaluate students. But also, how this book intends to provide examples of what to do instead of grading and why this is the future of education instead of continuing to give grades.

The teachers who contributed to this book teach in different fields. They show that going gradeless in the classroom can be done in various ways. The teachers draw a connection between a theoretical framework and real-life settings, where concepts, problems, and reasons are addressed to explore the field of 'ungrading'. This part of the book also reveals the intention behind giving grades. The system was developed to be able to rank students, but it leads students to focus more on the grade than on their learning outcomes: 'students are taught to focus on schooling rather than on learning' (p. 57). The contributing authors are all concerned about how grades standardise learning and practice through a model of education that they do not find applicable in their classroom.

They have all noticed a growing focus among students on cutting corners and accumulating points instead of focusing on learning. They argue that grades do not promote learning, only a measurement of students' ability to adapt to a system. They show that a culture that focuses on achievements rather than learning encourages students to adjust and compromise their learning to reach the best possible result. The motivation of obtaining a good grade then becomes extrinsic instead of intrinsic. Teachers moreover have a difficult time expanding knowledge and practices among their students because the grades control what gets done in the classroom; consequently, grades do not help teachers to talk about student learning outcomes, as they do not give adequate information about a student's capability in a given course.

The contributors present cases that provide an overview of how they have attempted to go gradeless while still working within the requirements of the institution in which they work. Despite having different backgrounds and working in different fields, what they share is the intention to give empowerment and a joy of learning back to students. This change of focus generates a dialogue between the students and the teacher, but it also leads to a consistent focus on giving constructive and helpful feedback without a grade attached. As schools still require a grade in the end, teachers cannot remove grades entirely. The teachers therefore describe the challenges and difficulties they faced with implementing an ungraded course while at the same time meeting institutional expectations. One example the book provides is developing different contracts for students, in which they are able to see the amount of work that is expected from them depending on what grade they want to receive. Students also do a self-assessment do that they have a way to show what they have learned through the course, and so that teachers can see how they can improve their teaching. Hence, the book also argues that there should be a continuous conversation between students and teachers to improve the course and, thereby, student learning outcomes. Going gradeless during the semester creates an environment in which students are encouraged to give and receive feedback. In this way it becomes a matter of improving rather than judging, as students are given the freedom to learn in their own way. In this kind of system, students can make process letters if a teacher is indecisive about what grade to assign. Teachers want to give students responsibility for their own learning; therefore, by having these process letters, agreements, and individual talks during the year the students can follow their own performance and argue whether they think they are keeping up or not. At the end of the year, the students give themselves the grade they think they deserve and discuss it with their teacher. As the quote states, the students are thereby given an opportunity to argue for their own work and accomplishments. One might wonder whether students would give themselves more than they deserve. However, the contributors to this book argue that they have almost always been in the situation where they have to give the students a higher grade than they assigned themselves.

The book concludes with a section on the benefits of going gradeless as a teacher. One of the arguments about going gradeless is the stress level among students in their classrooms. When the primary focus is placed on achievements, this generates a stressful environment for the students because grades are the marks that are supposed to help them achieve what they want later in life. However, when teachers decide to stop giving grades during a semester, the feedback from the students is about how their level of stress decreases as they are able to focus on learning. Removing the grades also changes the focus for the teachers and may even add a different

perspective on a student's capability in a specific course.

This book provides several arguments about why going gradeless can be the future of education. It also emphasises how removing grades is not only tied to one specific course or field. Likewise, it also shows that there is more than one way to do this, and this makes it a source of inspiration and a tool for teachers and other educators to use. Furthermore, the book questions whether grading should continue to be used in our school system, as it may not help our students to become better learners, and also because giving grades might not be the right way for teachers to get to know their students' competences, as giving grades does not generate an environment for dialogue and feedback. Going gradeless as a teacher may be difficult, as the entire school system is often built upon grades, which are themselves an entry to step up to another level. The cases discussed here are practical rather than just theoretical. However, as the book also argues, switching to a gradeless classroom also requires a change in mindset for teachers. What is valuable in this book is how the teachers also explain the different obstacles they encounter and how they overcome these obstacles by adjusting to the cultural framework they work in and to the requirements they have to meet. The book encourages us to base learning on dialogue, which should be monitored along the way to give more empowerment to the classroom. Thus, it provides several arguments for why going gradeless is the future of education and encourages teachers and other educators to experiment with what should be the primary focus of being in a classroom. It encourages us to reflect on the questions we ask students if we want the students to focus more on learning than schooling.

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Violaine Delteil and Vassil Kirov (eds):
Labour and Social Transformations in Central and Eastern Europe: Europeanization and Beyond
London and New York 2020: Routledge, 266 pp.

Among the simultaneous challenges of post-communist transitions, the liberalisation of markets has been surprisingly constant and successful [Appel and Orenstein 2018], but the related transformation of labour markets and social regimes has unfolded along a much more sinuous path [Vanhuysse 2006a, 2006b]. According to Delteil and Kirov, fully dissecting this intricate process relies crucially on understanding how Europeanisation, involving economic integration and fiscal and political regulation, has been an 'ambivalent force for change' (p. 1). While most studies adopt a supply-and-demand, diffusion-style view of Europeanisation, across 12 dense chapters the co-edited volume by Delteil and Kirov analyses in depth how both the 'top-down' Europeanisation and its 'bottom-top' counterpart have been partial and contingently defined (p. 1). By recognising that the various socio-political actors in CEE states were not just passive rule-followers, the book sheds new light on the prevailing theories of post-communist transitions, such as historical institutionalism, varieties of capitalism, or the bourgeoning 'diversity of capitalism' literature (p. 2).

To begin with, the crucial coordinate for understanding the ambiguities of Europeanisation is the tension between the weakening of the EU's strength after the accession of the CEE states and its newfound strength in the aftermath of the 2008–2009 global crisis (p. 7). On a broad level, the latter in particular has given the EU enough thrust so that 'top-down' Europeanisation appears stronger than its 'bottom-top' counterpart (p. 4). On a more discrete level, however, the 'bottom-top' Europeanisation that did unfold was – particu-