

Paying For The Party How College Maintains Inequality

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Two young women embark on their education at a big state university. Five years later, one is earning a good salary at a prestigious accounting firm and the other woman is saddled with burdensome debt and a low GPA. In an era of skyrocketing tuition and mounting concern over whether college is “worth it,” the authors assess the state of American higher education. They provide a powerful exposé of unmet obligations and misplaced priorities, and explain in vivid detail why so many leave college with so little to show for it. Mapping different pathways available to students at a flagship Midwestern public university, the authors demonstrate that the most well-resourced and seductive route is a “party pathway” anchored in the Greek system, facilitated by the administration--and with serious disadvantages for the majority of students.

Parenting to a Degree

Helicopter parents—the kind that continue to hover even in college—are one of the most ridiculed figures of twenty-first-century parenting, criticized for creating entitled young adults who boomerang back home. But do involved parents really damage their children and burden universities? In this book, sociologist Laura T. Hamilton illuminates the lives of young women and their families to ask just what role parents play during the crucial college years. Hamilton vividly captures the parenting approaches of mothers and fathers from all walks of life—from a CFO for a Fortune 500 company to a waitress at a roadside diner. As she shows, parents are guided by different visions of the ideal college experience, built around classed notions of women’s work/family plans and the ideal age to “grow up.” Some are intensively involved and hold adulthood at bay to cultivate specific traits: professional helicopters, for instance, help develop the skills and credentials that will advance their daughters’ careers, while pink helicopters emphasize appearance, charm, and social ties in the hopes that women will secure a wealthy mate. In sharp contrast, bystander parents—whose influence is often limited by economic concerns—are relegated to the sidelines of their daughter’s lives. Finally, paramedic parents—who can come from a wide range of class backgrounds—sit in the middle, intervening in emergencies but otherwise valuing self-sufficiency above all. Analyzing the effects of each of these approaches with clarity and depth, Hamilton ultimately argues that successfully navigating many colleges and universities without involved parents is nearly impossible, and that schools themselves are increasingly dependent on active parents for a wide array of tasks, with intended and unintended consequences. Altogether, *Parenting to a Degree* offers an incisive look into the new—and sometimes problematic—relationship between students, parents, and universities.

Women Without Class

In this examination of white and Mexican-American girls coming of age in California's Central Valley, the author turns class theory on its head and offers new tools for understanding the ways in which class identity is constructed and, at times, fails to be constructed in relationship to color, ethnicity, gender, and sexuality. Documenting the categories of subculture and style that high school students use to explain class and racial/ethnic differences among themselves, she depicts the complex identity performances of contemporary girls.

How College Works

Constrained by shrinking budgets, can colleges do more to improve the quality of education? And can students get more out of college without paying higher tuition? Daniel Chambliss and Christopher Takacs conclude that limited resources need not diminish the undergraduate experience. *How College Works* reveals the decisive role that personal relationships play in determining a student's success, and puts forward a set of small, inexpensive interventions that yield substantial improvements in educational outcomes. At a liberal arts college in New York, the authors followed nearly one hundred students over eight years. The curricular and

technological innovations beloved by administrators mattered much less than did professors and peers, especially early on. At every turning point in undergraduate lives, it was the people, not the programs, that proved critical. Great teachers were more important than the topics studied, and just two or three good friendships made a significant difference academically as well as socially. For most students, college works best when it provides the daily motivation to learn, not just access to information. Improving higher education means focusing on the quality of relationships with mentors and classmates, for when students form the right bonds, they make the most of their education.

You're Paid What You're Worth

A myth-busting book challenges the idea that we're paid according to objective criteria and places power and social conflict at the heart of economic analysis. Your pay depends on your productivity and occupation. If you earn roughly the same as others in your job, with the precise level determined by your performance, then you're paid market value. And who can question something as objective and impersonal as the market? That, at least, is how many of us tend to think. But according to Jake Rosenfeld, we need to think again. Job performance and occupational characteristics do play a role in determining pay, but judgments of productivity and value are also highly subjective. What makes a lawyer more valuable than a teacher? How do you measure the output of a police officer, a professor, or a reporter? Why, in the past few decades, did CEOs suddenly become hundreds of times more valuable than their employees? The answers lie not in objective criteria but in battles over interests and ideals. In this contest four dynamics are paramount: power, inertia, mimicry, and demands for equity. Power struggles legitimize pay for particular jobs, and organizational inertia makes that pay seem natural. Mimicry encourages employers to do what peers are doing. And workers are on the lookout for practices that seem unfair. Rosenfeld shows us how these dynamics play out in real-world settings, drawing on cutting-edge economics, original survey data, and a journalistic eye for compelling stories and revealing details. At a time when unions and bargaining power are declining and inequality is rising, *You're Paid What You're Worth* is a crucial resource for understanding that most basic of social questions: Who gets what and why?

Creating a Class

In real life, Stevens is a professor at Stanford University. But for a year and a half, he worked in the admissions office of a bucolic New England college known for its high academic standards, beautiful campus, and social conscience. Ambitious high schoolers and savvy guidance counselors know that admission here is highly competitive. But creating classes, Stevens finds, is a lot more complicated than most people imagine.

Designing the New American University

A radical blueprint for reinventing American higher education. America's research universities consistently dominate global rankings but may be entrenched in a model that no longer accomplishes their purposes. With their multiple roles of discovery, teaching, and public service, these institutions represent the gold standard in American higher education, but their evolution since the nineteenth century has been only incremental. The need for a new and complementary model that offers broader accessibility to an academic platform underpinned by knowledge production is critical to our well-being and economic competitiveness. Michael M. Crow, president of Arizona State University and an outspoken advocate for reinventing the public research university, conceived the New American University model when he moved from Columbia University to Arizona State in 2002. Following a comprehensive reconceptualization spanning more than a decade, ASU has emerged as an international academic and research powerhouse that serves as the foundational prototype for the new model. Crow has led the transformation of ASU into an egalitarian institution committed to academic excellence, inclusiveness to a broad demographic, and maximum societal impact. In *Designing the New American University*, Crow and coauthor William B. Dabars—a historian whose research focus is the American research university—examine the emergence of this set of institutions and the imperative for the new model, the tenets of which may be adapted by colleges and universities, both public and private. Through institutional innovation, say Crow and Dabars, universities are apt to realize unique and differentiated identities, which maximize their potential to generate the ideas, products, and processes that impact quality of life, standard of living, and national economic competitiveness. *Designing the New American University* will ignite a national discussion about the future evolution of the American research university.

Paying the Price

One of the most sustained and vigorous public debates today is about the value and, crucially, the price of college. But an unspoken, outdated assumption underlies all sides of this debate: if a young person works hard enough, they'll be able to get a college degree and be on the path to a good life. That's simply not true anymore, says Sara Goldrick-Rab. Quite simply, college is far too expensive for many people today, and the confusing mix of federal, state, institutional, and private financial aid leaves countless students without the resources they need to pay for it. Drawing on a study of 3,000 young adults who entered public colleges and universities in Wisconsin in 2008 with the support of federal aid and Pell Grants, Goldrick-Rab reveals the devastating effect of these shortfalls. She believes America can fix this problem. In the final section of the book, Goldrick-Rab offers a range of possible solutions.--Provided by publisher.

Broke

Public research universities were previously able to provide excellent education to white families thanks to healthy government funding. However, that funding has all but dried up in recent decades as historically underrepresented students have gained greater access, and now less prestigious public universities face major

economic challenges. In *Broke*, Laura T. Hamilton and Kelly Nielsen examine virtually all aspects of campus life to show how the new economic order in public universities, particularly at two campuses in the renowned University of California system, affects students. For most of the twentieth century, they show, less affluent families of color paid with their taxes for wealthy white students to attend universities where their own offspring were not welcome. That changed as a subset of public research universities, some quite old, opted for a “new” approach, making racially and economically marginalized youth the lifeblood of the university. These new universities, however, have been particularly hard hit by austerity. To survive, they’ve had to adapt, finding new ways to secure funding and trim costs—but ultimately it’s their students who pay the price, in decreased services and inadequate infrastructure. \u200b The rise of new universities is a reminder that a world-class education for all is possible. *Broke* shows us how far we are from that ideal and sets out a path for how we could get there.

Ain't No Makin' It

With the original 1987 publication of *Ain't No Makin' It* Jay MacLeod brought us to the Clarendon Heights housing project where we met the “Brothers” and “Hallway Hangers.” Their story of poverty, race, and defeatism moved readers and challenged ethnic stereotypes. MacLeod's return eight years later, and the resulting 1995 revision, revealed little improvement in the lives of these men as they struggled in the labor market and crime-ridden underground economy. This classic ethnography addresses one of the most important issues in modern social theory and policy: how social inequality is reproduced from one generation to the next. Now republished with a preface by Joe Feagin, *Ain't No Makin' It* remains an admired and invaluable text.

Lower Ed

More than two million students are enrolled in for-profit colleges, from the small family-run operations to the behemoths brandished on billboards, subway ads, and late-night commercials. These schools have been around just as long as their bucolic not-for-profit counterparts, yet shockingly little is known about why they have expanded so rapidly in recent years—during the so-called Wall Street era of for-profit colleges. In *Lower Ed* Tressie McMillan Cottom—a bold and rising public scholar, herself once a recruiter at two for-profit colleges—expertly parses the fraught dynamics of this big-money industry to show precisely how it is part and parcel of the growing inequality plaguing the country today. McMillan Cottom discloses the shrewd recruitment and marketing strategies that these schools deploy and explains how, despite the well-documented predatory practices of some and the campus closings of others, ending for-profit colleges won’t end the vulnerabilities that made them the fastest growing sector of higher education at the turn of the twenty-first century. And she doesn’t stop there. With sharp insight and deliberate acumen, McMillan Cottom delivers a comprehensive view of postsecondary for-profit education by illuminating the experiences of the everyday people behind the shareholder earnings, congressional battles, and student debt disasters. The relatable human stories in *Lower Ed*—from mothers struggling to pay for beauty school to working class guys seeking “good jobs” to accomplished professionals pursuing doctoral degrees—illustrate that the growth of for-profit colleges is inextricably linked to larger questions of race, gender, work, and the promise of opportunity in America. Drawing on more than one hundred interviews with

students, employees, executives, and activists, Lower Ed tells the story of the benefits, pitfalls, and real costs of a for-profit education. It is a story about broken social contracts; about education transforming from a public interest to a private gain; and about all Americans and the challenges we face in our divided, unequal society.

The Privileged Poor

Getting in is only half the battle. The struggles of less privileged students continue long after they've arrived on campus. Anthony Jack reveals how--and why--admission to elite schools does not mean acceptance for disadvantaged students, and he explains what schools can do differently to help the privileged poor thrive.

The Wiley-Blackwell Companion to Sociology

Featuring a collection of original chapters by leading and emerging scholars, The Wiley-Blackwell Companion to Sociology presents a comprehensive and balanced overview of the major topics and emerging trends in the discipline of sociology today. Features original chapters contributed by an international cast of leading and emerging sociology scholars Represents the most innovative and 'state-of-the-art' thinking about the discipline Includes a general introduction and section introductions with chapters summaries by the editor

'We're trying to do things differently'

Students and staff from KCL's Social Sciences BA programme turn the research lens back on their own world and together explore the many challenges of 'trying to do things differently' in Higher Education. In doing so, they grapple with fundamental questions in education such as: how to meaningfully foreground democracy, partnership, and emotional care; the role and limits of free speech; and how to deconstruct enduring inequality and marginalisation. In a period of considerable change and challenge for education, there is surely no better time to be critically analysing the principles guiding our universities through the lens of real-life practice. "In a period when university arrangements are being rethought in the wake of COVID-19 and the resurgence of Black Lives Matter, this compelling text is both timely and forward looking. 'We're trying to do things differently' successfully brings together first year undergraduates and lecturers to research, analyse and document how students and staff co-create meaningful educational experiences. The authors offer a nuanced picture of the centrality of relationships and recognition to the degree course. It shows how the students foreground love, kindness and social justice, rather than curriculum and outcomes, while being alert to the politics of difference and absence in higher education classrooms. The book draws on well-worn and innovative writing styles to produce analyses and arguments that are eye-opening, persuasive and raise difficult questions for future educational practices. This book is a must for anyone interested in championing

excellence and social justice in higher education.\" Ann Phoenix, Professor of Psychosocial Studies, UCL Institute of Education \"This is a book with a difference. It is based on critical scholarship and draws on reflexive analysis but – and this is the important and unique part - it is a book written mainly by university students about how to enact meaningful relationships in the academy. It takes as its substantive focus one new undergraduate programme but the agenda is about change, social justice and the hard work of real inclusion. This book stands as a wake-up call to all of us who care deeply about socially just education and democracy in our institutions of higher education. It is also a wonderful example of how to write something that really matters!\" - Meg Maguire, Professor of Sociology of Education, King's College London

Indebted

\"'Indebted' takes readers into the homes of middle-class families throughout the nation to reveal the hidden consequences of student debt and the ways that financing college has transformed family life\"--Amazon

The Channels of Student Activism

An eye-opening analysis of collegiate activism and its effects on the divisions in contemporary American politics. The past six years have been marked by a contentious political atmosphere that has touched every arena of public life, including higher education. Though most college campuses are considered ideologically progressive, how can it be that the right has been so successful in mobilizing young people even in these environments? As Amy J. Binder and Jeffrey L. Kidder show in this surprising analysis of the relationship between political activism on college campuses and the broader US political landscape, while liberal students often outnumber conservatives on college campuses, liberal campus organizing remains removed from national institutions that effectively engage students after graduation. And though they are usually in the minority, conservative student groups have strong ties to national right-leaning organizations, which provide funds and expertise, as well as job opportunities and avenues for involvement after graduation. Though the left is more prominent on campus, the right has built a much more effective system for mobilizing ongoing engagement. What's more, the conservative college ecosystem has worked to increase the number of political provocations on campus and lower the public's trust in higher education. In analyzing collegiate activism from the left, right, and center, The Channels of Student Activism shows exactly how politically engaged college students are channeled into two distinct forms of mobilization and why that has profound consequences for the future of American politics.

The Diversity Bargain

We've heard plenty from politicians and experts on affirmative action and higher education, about how universities should intervene—if at all—to ensure a diverse but deserving student population. But what about those for whom these issues matter the most? In this book, Natasha K. Warikoo deeply explores how students themselves think about merit and race at a uniquely pivotal moment: after they have just won the most competitive game of their lives and gained admittance to one of the world's top universities. What Warikoo uncovers—talking with both white students and students of color at Harvard, Brown, and Oxford—is absolutely illuminating; and some of it is positively shocking. As she shows, many elite white students understand the value of diversity abstractly, but they ignore the real problems that racial inequality causes and that diversity programs are meant to solve. They stand in fear of being labeled a racist, but they are quick to call foul should a diversity program appear at all to hamper their own chances for advancement. The most troubling result of this ambivalence is what she calls the “diversity bargain,” in which white students reluctantly agree with affirmative action as long as it benefits them by providing a diverse learning environment—racial diversity, in this way, is a commodity, a selling point on a brochure. And as Warikoo shows, universities play a big part in creating these situations. The way they talk about race on campus and the kinds of diversity programs they offer have a huge impact on student attitudes, shaping them either toward ambivalence or, in better cases, toward more productive and considerate understandings of racial difference. Ultimately, this book demonstrates just how slippery the notions of race, merit, and privilege can be. In doing so, it asks important questions not just about college admissions but what the elite students who have succeeded at it—who will be the world's future leaders—will do with the social inequalities of the wider world.

Freire and Education

One of the most influential educational philosophers of our times, Paulo Freire contributed to a revolutionary understanding of education as an empowering and democratizing force in the lives of the disenfranchised. In this deeply personal introduction to the man and his ideas, Antonia Darder reflects on how Freire's work has illuminated her own life practices and thinking as an educator and activist. Including both personal memories and a never-before published, powerful dialogue with Freire himself, Darder offers a unique “analysis of solidarity,” in mind and spirit. A heartfelt look at the ways Freire can still inspire a critically intellectual and socially democratic life, this book is certain to open up his theories in entirely new ways, both to those already familiar with his work and those coming to him for the first time.

Connecting in College

The book provides a treatment of college students' friendships that is long overdue. Students, parents, and anyone concerned with maximizing student success will learn much about how friendship networks matter for students' lives in college and beyond

The Wiley Handbook of Gender Equity in Higher Education

Research into gender equity in higher education, inspiring action With this enlightening handbook, you can review the thinking of leading researchers on the current intersection of gender and higher education. The Wiley Handbook of Gender Equity in Higher Education provides an in-depth look at education's complicated relationships with, and in some cases inadequate fostering of, gender equity. The collection offers a bold picture of research into the subject. It also projects future paths of exploration, inquiry, and action for gender equity. Focuses specifically on gender and higher education across the globe, setting the stage for new explorations Examines gender equity in relation to the STEM fields Considers current male participation in higher education Covers gender segregation by major and the issue of women remaining in lower-paying areas The Wiley Handbook of Gender Equity in Higher Education spotlights the continuing and integral role of educational institutions in the struggle for gender equity. Policy makers, university administrators, and researchers can look to this handbook for perspective on recent research as they move forward in the pursuit of more equitable educational environments.

Making a Difference

Making a Difference begins with the question that many sociology students often ask: Sociology tells us what's wrong with society, but what does sociology say we should do about it? Michael Schwalbe answers this question by drawing on sociology's methods, findings, and distinct ways of looking at social life. Schwalbe shows readers how social change can be accomplished by taking a sociologically mindful approach to a range of ordinary actions, such as listening, researching, writing, organizing, empathizing, advocating, conserving, teaching, dissenting, and imagining. Readers who have ever wondered how to use sociology to make the world a better place will find concrete answers and advice in Making a Difference.

Distinction

Examines differences in taste between modern French classes, discusses the relationship between culture and politics, and outlines the strategies of pretension.

Honky

A coming-of-age memoir of a white boy growing up in predominantly African-American and Latino housing projects on New York's Lower East Side reveals how race and class were pivotal factors in his life.

Degrees of Inequality

2011 Educator's Award. Delta Kappa Gamma Society International 2011 Outstanding Publication in Postsecondary Education, American Educational Research Association, Division J Degrees of Inequality reveals the powerful patterns of social inequality in American higher education by analyzing how the social background of students shapes nearly every facet of the college experience. Even as the most prestigious institutions claim to open their doors to students from diverse backgrounds, class disparities remain. Just two miles apart stand two institutions that represent the stark class contrast in American higher education. Yale, an elite Ivy League university, boasts accomplished alumni, including national and world leaders in business and politics. Southern Connecticut State University graduates mostly commuter students seeking credential degrees in fields with good job prospects. Ann L. Mullen interviewed students from both universities and found that their college choices and experiences were strongly linked to social background and gender. Yale students, most having generations of family members with college degrees, are encouraged to approach their college years as an opportunity for intellectual and personal enrichment. Southern students, however, perceive a college degree as a path to a better career, and many work full- or part-time jobs to help fund their education. Moving interviews with 100 students at the two institutions highlight how American higher education reinforces the same inequities it has been aiming to transcend.

The Inequality Machine

'Indelible and extraordinary, a powerful reckoning with just how far we've allowed reality to drift from our ideals.' Tara Westover, New York Times Book Review We're told that universities are our greatest driver of social mobility. But it's a lie. The Inequality Machine is a damning exposé of how the university system ingrains injustice at every level of American society. Paul Tough, bestselling author of How Children Succeed, exposes a world where small-town colleges go bust, while the most prestigious raise billions every year; where overstretched admissions officers are forced to pick rich candidates over smart ones; where black and working-class students are left to sink or swim on uncaring campuses. Along the way, he uncovers cutting-edge research from the academics leading the way to a new kind of university - one where students succeed not because of their background, but because of the quality of their minds. The result is a call-to-arms for universities that work for everyone, and a manual for how we can make it happen. 'Humanizes the process of higher education . . . Fascinating stories about efforts to remediate class disparities in higher education' New Yorker

Forging Gay Identities

Unlike many social movements, the gay and lesbian struggle for visibility and rights has succeeded in combining a unified group identity with the celebration of individual differences. Forging Gay Identities explores how this happened, tracing the evolution of gay life and organizations in San Francisco from the 1950s to the mid-1990s.

Universities as Agencies

This book discusses how modern universities increasingly use reputation management in relation to internal and external challenges. Universities are increasingly characterized by social embeddedness, relating to many external stakeholders and international markets of students, researchers and research projects. This implies global pressure to standardize, formalize and rationalize their internal organization. The book uses data from China, Norway and US to show how reputation symbols are used and balanced, based on their web pages. Further, it uses extensive data from US universities to show how their internal organization structure is developing over time, related to three types of units/positions - development, diversity and legal offices and roles.

Open Access

A concise introduction to the basics of open access, describing what it is (and isn't) and showing that it is easy, fast, inexpensive, legal, and beneficial. The Internet lets us share perfect copies of our work with a worldwide audience at virtually no cost. We take advantage of this revolutionary opportunity when we make our work “open access”: digital, online, free of charge, and free of most copyright and licensing restrictions. Open access is made possible by the Internet and copyright-holder consent, and many authors, musicians, filmmakers, and other creators who depend on royalties are understandably unwilling to give their consent. But for 350 years, scholars have written peer-reviewed journal articles for impact, not for money, and are free to consent to open access without losing revenue. In this concise introduction, Peter Suber tells us what open access is and isn't, how it benefits authors and readers of research, how we pay for it, how it avoids copyright problems, how it has moved from the periphery to the mainstream, and what its future may hold. Distilling a decade of Suber's influential writing and thinking about open access, this is the indispensable book on the subject for researchers, librarians, administrators, funders, publishers, and policy makers.

The Trouble with Diversity

A critique of the American obsession with diversity argues that we are ignoring the ever-widening economic divide in American society, that diversity has created a false notion of social justice, and that we need to emphasize equality over diversity.

Admissions

NAMED A BEST NONFICTION BOOK OF 2022 BY ESQUIRE “[C]harming and surprising. . . The work of Admissions is laying down, with wit and care, the burden James assumed at 15, that she — or any Black student, or all Black students — would manage the failures of a racially illiterate community. . . The best depiction of elite

whiteness I've read."—New York Times A Most Anticipated Book by Vogue.com · Parade · Town & Country · Nylon · New York Post · Lit Hub · BookRiot · Electric Literature · Glamour · Marie Claire · Publishers Weekly · Bustle · Fodor's Travel · Business Insider · Pop Sugar · InsideHook · SheReads Early on in Kendra James' professional life, she began to feel like she was selling a lie. As an admissions officer specializing in diversity recruitment for independent prep schools, she persuaded students and families to embark on the same perilous journey she herself had made—to attend cutthroat and largely white schools similar to The Taft School, where she had been the first African-American legacy student only a few years earlier. Her new job forced her to reflect on her own elite education experience, and to realize how disillusioned she had become with America's inequitable system. In *ADMISSIONS*, Kendra looks back at the three years she spent at Taft, chronicling clashes with her lily-white roommate, how she had to unlearn the respectability politics she'd been raised with, and the fall-out from a horrifying article in the student newspaper that accused Black and Latinx students of being responsible for segregation of campus. Through these stories, some troubling, others hilarious, she deconstructs the lies and half-truths she herself would later tell as an admissions professional, in addition to the myths about boarding schools perpetuated by popular culture. With its combination of incisive social critique and uproarious depictions of elite nonsense, *ADMISSIONS* will resonate with anyone who has ever been The Only One in a room, dealt with racial microaggressions, or even just suffered from an extreme case of homesickness.

End This Depression Now!

A New York Times best-selling call to arms from Nobel Prize-winning economist Paul Krugman. The Great Recession is more than four years old—and counting. Yet, as Paul Krugman points out in this powerful volley, "Nations rich in resources, talent, and knowledge—all the ingredients for prosperity and a decent standard of living for all—remain in a state of intense pain." How bad have things gotten? How did we get stuck in what now can only be called a depression? And above all, how do we free ourselves? Krugman pursues these questions with his characteristic lucidity and insight. He has a powerful message for anyone who has suffered over these past four years—a quick, strong recovery is just one step away, if our leaders can find the "intellectual clarity and political will" to end this depression now.

Academically Adrift

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by *Academically Adrift*: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant

improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. Academically Adrift holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa’s report that colleges are failing at their most basic mission will demand the attention of us all.

Unmaking the Public University

An essential American dream—equal access to higher education—was becoming a reality with the GI Bill and civil rights movements after World War II. But this vital American promise has been broken. Christopher Newfield argues that the financial and political crises of public universities are not the result of economic downturns or of ultimately valuable restructuring, but of a conservative campaign to end public education’s democratizing influence on American society. *Unmaking the Public University* is the story of how conservatives have maligned and restructured public universities, deceiving the public to serve their own ends. It is a deep and revealing analysis that is long overdue. Newfield carefully describes how this campaign operated, using extensive research into public university archives. He launches the story with the expansive vision of an equitable and creative America that emerged from the post-war boom in college access, and traces the gradual emergence of the anti-egalitarian “corporate university,” practices that ranged from racial policies to research budgeting. Newfield shows that the culture wars have actually been an economic war that a conservative coalition in business, government, and academia have waged on that economically necessary but often independent group, the college-educated middle class. Newfield’s research exposes the crucial fact that the culture wars have functioned as a kind of neutron bomb, one that pulverizes the social and culture claims of college grads while leaving their technical expertise untouched. *Unmaking the Public University* incisively sets the record straight, describing a forty-year economic war waged on the college-educated public, and awakening us to a vision of social development shared by scientists and humanists alike.

DIY U

The price of college tuition has increased more than any other major good or service for the last twenty years. Nine out of ten American high school seniors aspire to go to college, yet the United States has fallen from world leader to only the tenth most educated nation. Almost half of college students don’t graduate; those who do have unprecedented levels of federal and private student loan debt, which constitutes a credit bubble similar to the mortgage crisis. The system particularly fails the first-generation, the low-income, and students of color who predominate in coming generations. What we need to know is changing more quickly than ever, and a rising tide of information threatens to swamp knowledge and wisdom. America cannot regain its economic and cultural leadership with an increasingly ignorant population. Our choice is clear: Radically change the way higher education is delivered, or resign ourselves to never having enough of it. The roots of the words

"university" and "college" both mean community. In the age of constant connectedness and social media, it's time for the monolithic, millennium-old, ivy-covered walls to undergo a phase change into something much lighter, more permeable, and fluid. The future lies in personal learning networks and paths, learning that blends experiential and digital approaches, and free and open-source educational models. Increasingly, you will decide what, when, where, and with whom you want to learn, and you will learn by doing. The university is the cathedral of modernity and rationality, and with our whole civilization in crisis, we are poised on the brink of Reformation.

Speaking of Universities

In recent decades there has been an immense global surge in the numbers both of universities and of students. In the UK alone there are now over 140 institutions teaching more subjects than ever to nearly 2.5 million students. New technology offers new ways of learning and teaching. Globalisation forces institutions to consider a new economic horizon. At the same time governments have systematically imposed new procedures regulating funding, governance, and assessment. Universities are being forced to behave more like business enterprises in a commercial marketplace than centres of learning. In *Speaking of Universities*, historian and critic Stefan Collini analyses these changes and challenges the assumptions of policy-makers and commentators. Does "marketisation" threaten to destroy what we most value about education; does this new era of "accountability" distort what it purports to measure; and who does the modern university "belong to"? Responding to recent policies and their underlying ideology, the book is a call to "focus on what is actually happening and the clichés behind which it hides; an incitement to think again, think more clearly, and then to press for something better".

Beer and Circus

A no-holds-barred examination of the troubled relationship between college sports and higher education from a leading authority on the subject Murray Sperber turns common perceptions about big-time college athletics inside out. He shows, for instance, that contrary to popular belief the money coming in to universities from sports programs never makes it to academic departments and rarely even covers the expense of maintaining athletic programs. The bigger and more prominent the sports program, the more money it siphons away from academics. Sperber chronicles the growth of the university system, the development of undergraduate subcultures, and the rising importance of sports. He reveals television's ever more blatant corporate sponsorship conflicts and describes a peculiar phenomenon he calls the "Flutie Factor"--the surge in enrollments that always follows a school's appearance on national television, a response that has little to do with academic concerns. Sperber's profound re-evaluation of college sports comes straight out of today's headlines and opens our eyes to a generation of students caught in a web of greed and corruption, deprived of the education they deserve. Sperber presents a devastating critique, not only of higher education but of national culture and values. *Beer & Circus* is a must-read for all students and parents, educators and policy makers.

The Smartest Kids in the World

Following three teenagers who chose to spend one school year living in Finland, South Korea, and Poland, a literary journalist recounts how attitudes, parenting, and rigorous teaching have revolutionized these countries' education results.

Social Science Research

This book is designed to introduce doctoral and graduate students to the process of conducting scientific research in the social sciences, business, education, public health, and related disciplines. It is a one-stop, comprehensive, and compact source for foundational concepts in behavioral research, and can serve as a stand-alone text or as a supplement to research readings in any doctoral seminar or research methods class. This book is currently used as a research text at universities on six continents and will shortly be available in nine different languages.

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